DOCUMENT RESUME

ED 256 139 EC 172 540

AUTHOR	Hughes, James H.; Hurth, Joicey L.
TITLE	Handicapped Children and Mainstreaming: A Mental Health Perspective, Review of Model School Programs and Practices.
INSTITUTION	National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO	DHHS-ADM-84-1361
PUB DATE	84
NOTE	134p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Demonstration Programs; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Mental Health; Program Descriptions; *Success

ABSTRACT

The monograph examines successful factors in preparing parents, teachers, and pupils for mainstreaming handicapped students and describes exemplary practices from a mental health perspective. Model programs were selected on the basis of the following criteria: temporal, instructional, and social integration; teacher and parent support and involvement; and attention to the mental health needs of parents, teachers, and students. Descriptions of the six selected model programs are presented, including those serving handicapped students in rural, suburban, and metropolitan settings. Descriptions touch upon the program's history, unique components, responses to parent and teacher needs, and implications for replication. Analyses and summary material list 12 factors identified in program success: (1) community support, (2) a history of mainstreaming, (3) an overall approach or design for implementation, (4) a full range of special service options, (5) administrative support, (6) emphasis on systematic communication, (7) defined mental health roles, (8) active parental involvement, (9) activities to increase understanding and acceptance, (10) a humanistic approach to providing support services to teachers and students, (11) a favorable financial climate, and (12) coordination with the mental health system. A final chapter suggests specific activities and strategies to improve mainstreaming. Appendixes list additional programs and resource materials.

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Handicapped Children and Mainstreaming: A Mental Health Perspective

Review of Model School Programs and Practices

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and

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For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

EC172540

This monograph was written by James E. Hughes, Ph.D., and Joicy L. Hurth, Ph.D., under Contract Number 278-80-0013 from the NIMH Center for the Studies of Minority Group Mental Health. Dr. Hughes is a member of the faculty of North Carolina State University, Raleigh, North Carolina, and Dr. Hurth is associated with the University of North Carolina at Chapel Hill.

The opinions expressed herein are those of the authors and do not necessarily reflect the official position of the National Institute of Mental Health or any other part of the U.S. Department of Health and Human Services. Joseph W. Griggs, Ed.D., was the NIMH project officer for the manuscript's development.

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DHHS Publication No. (ADM) 84-1361
Printed 1984

Acknowledgments

This work could not have been accomplished without help from many dedicated teachers, aides, and administrators who volunteered time and took such an active interest in this project. More specifically, the persons who made all of the arrangements and served as facilitators for investigations at each of the six sites. They are: Mr. Loren Gratz, Hastings Public Schools, Minnesota; Dr. Stanley A. Fagen, Montgomery County Public Schools, Maryland; Dr. Robert Battisti, Mayfield City School District, Ohio; Dr. James P. Comer, Yale University Child Study Center, New Haven, Connecticut; Dr. Henry Bertness and Mr. Ralph Baird, Tacoma Public Schools, Washington; and Dr. Wylamerle G. Marshall, Dr. Eleanor L. Levine, and Ms. Eydie Sloane, Dade County Public Schools, Florida.

Acknowledgment also, is made of Drs. Ann P. Turnball of the University of Kansas in Lawrence, William C. Morse of the University of Michigan in Ann Arbor, and William G. Hollister of the University of North Carolina in Chapel Hill who served as members of the Project Advisory Group in reviewing various drafts of the monograph and offering technical assistance to the authors. In addition, Dr. Eli M. Bower of the University of California in Berkeley, Dr. Betsy C. Lowman of the North Carolina State Department of Public Instruction in Raleigh, and Ms. Barbara Israel of the University of North Carolina in Chapel Hill served as consultants to the project.

Foreword

A review of mental health programs in schools today would reflect the influence of two major trends in the field of mental health: the basically medical model and the comprehensive preventive design. Mental health professional personnel, including psychologists, social workers, and counselors, began working and serving in the public schools early in this century, initially testing children for special programs. Community-based child guidance clinics and other services developed later represented the same trend—mental health professionals provided services on the basis of individual referrals from teachers, usually seeing children only after school troubles were well established. Often, evaluation and assessment were followed with recommendations for placement in segregated programs outside the mainstream. This traditional model was based in part on the assumption that the main purpose of schools was to develop academic and cognitive skills, with other concerns, such as mental health, being secondary.

The alternative perspective embraces a broader definition of education, a more humanistic approach, concerned with the development of values, interpersonal relationships, and a positive self-concept. This perspective relates mental health to ego development, reduced general anxiety, and the ability to handle stress and frustration; it recognizes the school's important role in the formation of the child's self-concept. Consistent with this humanistic educational philosophy is the effort to focus mental health intervention in the schools on prevention rather than exclusively on treatment of severe, longstanding problems. An early focus on problems before they become serious prevents their escalation. Integrating the "treatment" into the ongoing school curriculum minimizes disruption. The approach also emphasizes the use of nonprofessionals, working cooperatively with classroom teachers, and recognizes the need for strong parental and community support.

During the 1970s, efforts were made to increase awareness of the need for mental health in the schools. The National Institute of Mental Health (NIMH) was a leading force in several activities that were important to the overall effort. Consultation and education were among the five basic services required for funding support for community mental health centers. Consultation to schools to improve mental health was recognized as a key area for prevention and early intervention. A report prepared for NIMH by the Behavior Science Corporation, entitled "Evaluation of the Impact of Community Mental Health Center Consultation Services on School Systems," stated:

> One of the major visions of the Community Mental Health Centers Act was the improvement of the skills of educators to become resources for positive mental health action. . . . The school is the vehicle for training the child to cope with his environment. . . . Because of the educator's special training, access to the students, and influence with the students, he is in a position of primary importance in dealing with community mental health (1972, p. 11).

Two popular books published in the early seventies concluded that all was not well for our nation's children. *Crisis in the Classroom*, by Charles E. Silberman, raised many questions about the extent to which public schools had become grim, joyless places, oppressive and petty in their rules, intellectually sterile and barren, with a lack of civility on the part of the teachers and principals toward children. The report of the Joint Commission on the Mental Health of Children, *Crisis in Child Mental Health* (1970), found a similarly dismal picture for children in need of mental health prevention and intervention services. Lack of adequate services, lack of coordination between service agencies (schools and mental health agencies, for example), and a low national priority on the mentally healthy development of our nation's children and youth were noted. The report pointed to a need for closer school-mental health collaboration, as well as a specific need for advocacy services for children.

In response, NIMH and the then Bureau of Education for the Handicapped jointly sponsored a number of child advocacy demonstration projects throughout the country. Through training in consultation, research and demonstration projects, films, and related publications, NIMH also continued its efforts to influence the schools toward better mental health practice. The following publications and activities are illustrative of these attempts.

Promoting Mental Health in the Classroom, a handbook by Karen P. Todd (1980) based on the "causal approach" to understanding human behavior, contains background information, theoretical discussion, and specific curriculum activities and suggestions for classroom teachers.

Mental Health and Learning, a joint publication of the U.S. Office of Education and NIMH (1972), highlights the benefits of collaboration between public schools and community mental health centers: School-based mental health programs in five community mental health center areas are featured.

NIMH also supported the National Consortium for Humanizing Education, which conducted training programs for teachers and school administrators and researched the effectiveness of the training. As a result of the training, the quality of the interactions between teachers and students improved, student self-concept and achievement improved, and absenteeism rates dropped.

Two curriculum development projects that focused on teaching children about human behavior and on infusing mental health principles in all aspects of school operations were supported.

Present NIMH-supported activities and projects emphasize a progressive, preventive approach to mental health in the schools. This orientation recognizes two things. First, the status of mental health conditions in the schools merits concerned attention and action. Simply bringing "all the children of all the people" into nonvoluntary institutional settings, where they are confronted by a host of individual temperaments, levels of maturity, and professional preparation by teachers and administrators, under a great variety of learning conditions, is enough to ensure that tensions and pressures on the very young and the very vulnerable will often be great. Second, overwhelming evidence indicates that the schools offer the best--perhaps the only--real hope for primary prevention in mental health. They also offer the best opportunity for early detection and early treatment, which are part of secondary prevention.

Mainstreaming in the public schools is an extension of the national mental health process of "deinstitutionalization," the movement of special populations back into their normal environments insofar as possible, with extended support services provided when necessary. The ill effects of segregation, stereotyping, and forced dependency fostered by institutional or special class placement are recognized. Mainstreaming creates demands and stress on school systems; unfortunately, many current efforts to cope with the "mental health fallout" from mainstreaming resemble the traditional approach to mental health—attempting to remedy the situation only after problems have become acute.

Children's mental health services were the focus of a survey conducted by MITRE Corporation for NIMH (Salasin et al., 1977). Critical problem areas identified were learning disabilities and inflexibility of educational systems; ignorance, incompetence,and insensitivity of adults; lack of a sense of competence and self-esteem; not being taught life management skills adequately; and psychological problems related to physical differences or handicaps.

The MITRE study found that the following services were needed: training and counseling for parents to foster healthy mental development in children; early detection and referral for appropriate intervention; education for all children in life management skills; training for educators on developmental and humanistic approaches; improved services coordination and accessibility; comprehensive community-based outpatient treatment; and training for teachers about the needs of handicapped children.

The MITRE survey suggested that many educational systems do not adapt to the individual needs of the children they serve. Too often, children are instead forced to adapt to the school's system. Teachers may unknowingly fail to recognize handicaps or disabilities in children and may respond in an insensitive and potentially damaging manner. Such responses can further increase a child's negative self-image and low opinion of self-competence and social worth. This can be complicated further when the child has a disability, whether it is visible or not so visible. Overt or subtle discrimination against a handicapped child may add to feelings of rejection that produce emotional stress, which may be even more damaging than the disability itself. Mental health programs and services for children need to deal with children directly but also indirectly through the important adults in their lives. For this reason, it is important to develop in teachers a humanistic approach to make them more understanding and sensitive to individual differences. The need for this type of training will increase as legislation brings more children with special needs into regular classrooms. Increased coordination and cooperation between education and mental health systems should assist in this training effort.

Teachers should be specifically trained about the nature of various handicaps, appropriate remedial techniques, and how to integrate handicapped with nonhandicapped children. Without this type of specific training, mainstreaming of physically and psychologically handicapped children will not be successful. Too many teachers do not feel competent to handle handicapped children and feel threatened by them. Understanding and acceptance by teachers and peers is critical to change the all-too-familiar responses of sympathy, pity, and patronization. Under insightful and skilled guidance, peer relationships can provide a secure environment for academic and social development.

Cautious implementation of mainstreaming—for it is not appropriate for all handicapped children—should result in increased independence of handicapped students, better adjusted students, and better handling of special problems in normal situations. A major barrier to implementing programs that would facilitate mainstreaming, however, is the resistance of the educational system to school-based mental health services. School personnel and administrators resist participation and remain isolated, perhaps because of a desire to maintain the status quo, fear of losing control, or fear of having to admit existing weaknesses. As this resistance is overcome and facilitative programs and practices are implemented, however, the potential for successful mainstreaming will improve. This monograph is intended to aid this process.

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Chapter 1

Introduction and Overview of the Study

Implementation of the least restrictive environment (LRE) provision of Federal legislation affecting the education of handicapped children has been viewed primarily from legal and personnel preparation perspectives. From the legal perspective, there has been focus on compliance with provisions of the law, with monitoring by State and Federal review teams. From the personnel preparation perspective, State and local education agencies and institutions of higher education have responded with inservice and preservice training programs to increase regular classroom teachers' knowledge about and skills at serving handicapped children.

Another perspective on implementation of the LRE provision, or mainstreaming, is a mental health perspective. This perspective embraces a broader definition of education, with a humanistic approach concerned with the development of values, interpersonal relationships, and a positive self-concept. Mental health intervention in the schools is focused on prevention of problems and early intervention before problems become serious. The approach also strives to integrate treatment into the ongoing school curriculum; it emphasizes the use of nonprofessionals working cooperatively with classroom teachers and recognizes the need for strong parental involvement and community support. A mental health perspective recognizes the benefits to be gained from mainstreaming practices but also notes the mental health problems that may arise. Mental health needs include those of patients, students, and teachers involved in this process.

Background and Purpose of the Study

Two major pieces of Federal legislation require the integration, where appropriate, of handicapped children into regular education programs, popularly known as mainstreaming. Public Law 93-113, the Rehabilitation Act of 1973, is considered major civil rights legislation for the handicapped. Section 504 of this act prohibits discrimination on the basis of handicap by programs or activities receiving Federal financial assistance. The rules and regulations that set forth requirements for nondiscrimination in preschool, elementary, secondary, and adult education programs and activities require that handicapped students (a) be provided a free and appropriate public education, regardless of the nature or severity of their handicap, and (b) be educated with nonhandicapped students to the greatest appropriate extent.

The second piece of Federal legislation relevant to mainstreaming is Public Law 94-142, the Education of All Handicapped Children Act of 1975. This legislation is designed to assist States in meeting the educational needs of their handicapped student populations. States receiving Federal funds under

P.L. 94–142 must comply with several major provisions: (a) free, appropriate public education; (b) least restrictive environment (LRE); (c) individualized educational programs (IEPs); (d) procedural safeguards in testing and evaluation; (e) due process; and (f) parent involvement. The LRE provision of P.L. 94–142 stipulates that handicapped students are to be educated, to the greatest extent possible, with their nonhandicapped peers. Mainstreaming can be viewed as an approach to implementing this provision. With mainstreaming, mildly handicapped students are being served in regular classrooms, and moderately handicapped and severely handicapped children and youth have their educational programs provided in regular schools instead of special schools. This provides the opportunity for social interaction with nonhandicapped peers. For handicapped children and youth whose chronic or acute needs are extremely severe, however, a special program may be the most adequate, least restrictive setting. Handicapped children include those who are mentally retarded, learning disabled, emotionally disturbed, speech impaired, visually impaired, hearing impaired, and physically handicapped.

Mainstreaming handicapped children into regular schools, programs, and classrooms requires change by all individuals involved—handicapped children, nonhandicapped children, parents of both groups, teachers, and other school personnel. Routines and traditional practices of all involved may be disrupted. New roles, attitudes, and skills will have to be learned. Although the integration of handicapped and nonhandicapped children widens the range of potential social interaction for all participants in the process, it can also cause discomfort—even conflict. Mainstreaming involves a major modification of existing school practices (Reynolds and Birch 1978). Such a far-reaching change has implications for the mental health of individuals involved in or affected by the change process—i.e., teachers, students, and parents. A mental health approach to problems that may arise from such stresses can help administrators, teachers, students, and parents respond in positive and proactive ways that will help meet the needs and expressed concerns of all parties involved.

The National Institute of Mental Health (NIMH) has long recognized the importance of the public school program and the regular classroom teacher as major vehicles in both promoting mental health and preventing the development of mental illness (Todd 1980). The purpose of the study was to determine how schools have succeeded in coping with these potential mental health problems. Two major objectives were (a) to determine successful factors in preparing parents, teachers, and pupils for mainstreaming handicapped children into regular classrooms, and (b) to prepare a monograph describing six exemplary school programs that, from a mental health perspective, have been successful in preparing teachers and pupils for mainstreaming.

Mental Health Needs and Concerns

Central participants in the mainstreaming process include the students, parents, and teachers. The needs and concerns of these three groups of people vary, depending on whether the students are handicapped or not, whether the parents have handicapped or nonhandicapped children, and whether the teachers are special education or regular classroom teachers. Also, within each of these groups there are both potentially positive and potentially negative considerations. The following discussion focuses on positive and negative aspects of mainstreaming from the perspectives of these different groups.

Parents. Although many parents of handicapped children do not support mainstreaming, many have worked hard to make it a reality and are pleased that mainstreaming has occurred. Although they can now feel they are receiving a more equal share of public education, these parents may also worry that their children will fall behind in regular classrooms and not receive adequate teacher attention. Parents also have many concerns about mainstreaming's being implemented appropriately. They can express their concerns during the IEP planning process, though many are not adequately prepared to do this. They may suggest services and actions that will provide a smooth transition from a special classroom to a regular classroom. Many of these issues and concerns are being examined by professionals, with emerging procedures and ways of understanding and working with parents of handicapped children being articulated (Paul 1981).

Many parents of regular students may be less than enthusiastic about mainstreaming (Gallup 1979), feeling that handicapped children will require undue attention from the teachers at the expense of other children. Such parents may anticipate that teachers will be able to accomplish less; they may think that mainstreaming is not worth the expense to regular children. In situations involving behaviorally disordered children, parents of regular students may be concerned about the physical safety of their own children. Among parents, the fear of the unfamiliar is potentially as powerful as it is among their children.

Students. Nonhandicapped children will probably experience a range of reactions. At first, they may not feel comfortable about their new handicapped peers, who look and behave differently. Nonhandicapped children may recognize that teachers will need to spend more time with special students and that class members may be asked to assist with the new children, too. They may also be curious about handicaps. If they form friendships with handicapped students, such relationships may not be accepted by less tolerant classmates. Many methods and programs are available to modify attitudes toward the handicapped, and many attempts have been made to alter attitudes of nonhandicapped children toward the handicapped (Hughes and Lowman 1980).

Handicapped children may welcome the relief from the negative stereotype associated with separate special education classes (Dunn 1968; McMillan et al. 1974; Reynolds 1976). Work in the regular classroom will most likely be more challenging, and handicapped students may wonder if they can do the work. They will almost certainly receive less attention from the teacher in a class of 25 rather than 10. Being with regular children may intensify feelings of differentness and separateness (Cohen 1977; Goodman et al. 1972). While there will be opportunities for new friendships, there will also be new chances for rejection. Programs to promote understanding and peer acceptance (Barnes et al. 1978) and affective education programs to improve self-esteem and interpersonal relationship skills (Morse et al. 1980) promote a positive mental health climate in the integrated classroom. Dupont (1978) reviewed the emotional-social needs of the mildly retarded, the visually impaired, and the hearing impaired and emphasized the importance of meeting these needs in the context of the children's educational experiences. Expressing concern that the mainstream of American education traditionally has not been a comfortable place for children with special needs, he stressed the need for an education program that helps handicapped students develop higher levels of emotional-social maturity, one that goes beyond the current emphasis on individual plans and individualized instruction. The goal of such a program is the development of mentally healthy individuals. Redl and Wattenberg (1959) articulated 12 signs of mental health, indications that a child is essentially in good shape. These signs are happiness (finding life enjoyable), range of emotion, control over behavior, sensitivity to other people, ability to communicate (seeking help when needed), effectiveness in work (within limits set by abilities), good appraisal of reality, ability to deal with mistakes, good self-concept, attitudes toward the future that are real and basically trustful and positive, assertion of a degree of independence appropriate to age, and emotional resilience.

Teachers. Regular classroom teachers may be exasperated by the turnaround in school policy. After many years of setting up more elaborate special education programs, administrators now announce they are returning special children to the mainstream. Teachers are likely to feel this policy increases their workload since it will probably increase the academic ability range in their classes and the learning problems with which they will have to cope (Kennon and Sandoval 1978; Panda and Bartel 1972). Teachers may feel that they lack special skills needed to teach former special education students and that special students will take more time than regular students. Often they expect special children to have behavioral as well as learning problems (Alexander and Strain 1978). And like parents and children, some teachers will feel uncomfortable around individuals who look and behave differently from the nonhandicapped children to whom they are accustomed (Casey 1978).

Special education teachers will have to deal with concerns they have over seeing their students reenter the mainstream. Concerns about changing from working in isolation as a specialist to working as a consultant with high visibility may limit special education teachers' effectiveness. For some, it will mean an opportunity to work more intensely with children with severe problems.

Changing role responsibilities, lack of clear delineation of roles and responsibilities of key school staff, discrepancies between goals and resources provided, conditions of marginal compliance with Federal law, and lack of understanding and acceptance of individual differences have been identified as sources of stress for teachers (Bensky et al. 1980).

Reactions of participants to the process of mainstreaming can range from curiosity and altruism to discomfort and anger. Teachers' attitudes toward increased involvement by parents, for example, may range from resentment of this intrusion to eagerness to get parents actively involved (Kroth 1978). In most situations, participants' reactions will depend in large part on how those responsible for implementation manage the transition and on the types of program efforts adopted.

Project Activities

Eight activities were conducted to achieve the study objectives. A review of the literature (including computer files, current journals, and Federal research and development projects), a mail survey with phone call followup to education and mental health personnel in each State, and a review of professional conference proceedings were conducted to identify exemplary programs and practices and to establish a file of 105 program nominations. More specific and complete information on these programs was requested from each of the nominated programs. The request letter described the mental health project on mainstreaming and asked for program information in areas related to the criteria used for selecting the exemplary programs.

Criteria for selection of 6 exemplary programs from among the 105 nominated programs were developed with input and guidance from the Project Advisory Group. Six guidelines/standards were used. For each guideline/standard, specific criteria were stated, related practices and activities were identified, and examples or evidence to support the achievement of criteria were indicated. The selection criteria follow:

1. *Temporal integration.* Handicapped students are educated, to the maximum appropriate extent, in regular education classrooms/settings with their nonhandicapped peers.

2. *Instructional integration.* The instructional program in the mainstream setting is compatible with the student's needs, is coordinated between the regular classroom teacher and support personnel, and includes appropriate modifications of instructional practices.

3. *Social integration.* Increased self-acceptance and self-adjustment among handicapped students and increased understanding and acceptance of handicapped students by their nonhandicapped peers lead to increased social integration for handicapped students.

4. *Teacher support and involvement.* Teachers (special education and regular education) and other school personnel understand and support mainstreaming philosophy and practice, are accepting of handicapped students, and are improving their professional and personal skills to work more effectively with handicapped students in mainstream settings.

5. *Parental support and involvement.* Parents of handicapped and nonhandicapped students understand and support mainstreaming philosophy and practice, are accepting of handicapped students, and participate in program implementation.

6. *Attention to the mental health needs of parents, teachers, and students.* The program's goals, objectives, and activities have improved the mental health of parents, teachers, and students.

The first three criteria, which focus on the student, incorporate the definition and criteria for mainstreaming proposed by Kaufman, Gottlieb, Agard, and Kukic (1975), which emphasize the planned and systematic temporal, instructional, and social integration of handicapped children with nonhandicapped peers.

The six model programs were selected for site visits and written documentation using the criteria, with consideration also given to urban, suburban, and rural distribution and region of the country. Visits of 2 to 4 days were conducted at each of the program sites. At each program site, a local program person (special education director or inservice coordinator, for example) coordinated the site visit activities, which included group or individual interviews with key program personnel; visits to selected schools; interviews with teachers, parents, and students; and related activities. Observations were made of major program activities, including inservice training sessions, parent advisory group meetings, and classroom instruction. Available program information, evaluation reports, and examples of exemplary materials were obtained and reviewed. Exit interviews were conducted with program directors at each site.

Descriptions of the model programs are presented in the next chapter, followed by an analysis and summary in chapter 3. In chapter 4, successful strategies for implementing mentally healthy mainstreaming are presented. Brief descriptions of additional exemplary programs and an annotated listing of selected resource materials are included in the appendices.

Chapter 2

Model Programs

The mainstreaming programs and activities presented in this chapter are presented as models because they illustrate what local education agencies and schools can do to address the mental health concerns and needs of teachers, students, and parents. The six programs are as follows:

- Special Education Programs, Hastings Public Schools, Hastings, Minnesota: Located in a rural area southeast of Minneapolis-St. Paul, this was a sound education program with extensive mainstreaming. A positive mental health climate was reflected in every aspect of the program.

- Pupil Personnel Services, Mayfield City School District, Mayfield, Ohio: The programs at this small suburban school district included an exemplary program for the hearing impaired and extensive programming at the secondary level (including vocational education). The school board and community were highly supportive.

- Progressive Inclusion, Tacoma Public Schools, Tacoma, Washington: The progressive inclusion program in Tacoma schools was one of the earliest mainstreaming programs in the country. Mental health services were provided to handicapped students and their families through the school social work program. Tacoma is a medium-sized urban area.

- Mainstreaming Inservice Training, Montgomery County Public Schools, Rockville, Maryland: The inservice training program for mainstreaming in the Montgomery County Public Schools was extremely comprehensive in terms of the number of schools actively involved. The program reflected a great deal of respect for teachers and the roles and responsibilities they were being asked to carry out with the mainstreaming movement. School personnel had unique arrangements with parents and involved them integrally in the inservice process. The Montgomery County Public School District is a large, economically well-to-do, suburban community.

- Exceptional Student Education, Dade County Public Schools, Miami, Florida: This major metropolitan area had the typical problems associated with school districts of its size. Mainstreaming was facilitated by the initial placement of all exceptional student programs in regular school buildings. The school system had interagency cooperative agreements with the mental health systems which facilitated joint program development.

- Yale Child Study Center Project, New Haven Public Schools, New Haven, Connecticut: *School Power*, by Dr. James P. Comer (1980) of the Yale University Child Study

Center, describes a school mental health program operating in three low-income schools in the New Haven area. With a much improved climate in the schools, the implementation of mainstreaming was facilitated and accomplished with minimal stress.

Hastings, Minnesota: A Pervasive Mental Health Climate for Mainstreaming

We try to grant all children the dignity of risk.
—*A Hastings teacher*

Introduction

The Hastings Public School District recognized the varied educational and emotional needs of all involved in mainstreaming implementation. Rather than providing a separate program to promote the mental health of students, teachers, and parents, a concern for mental health needs was evident in all aspects of the mainstreaming program. The district's understanding of the mental health issues involved in mainstreaming implementation was demonstrated in the following statement of the philosophy of mainstreaming prepared for a teacher inservice training program:

> Mainstreaming is a partnership between regular and special educators. Service to students with special needs depends upon four interrelated systems: curriculum, administration, teachers (regular and special education), and students.
>
> First and foremost, the students are human beings with the usual human needs for feeling wanted and loved. Teachers working with special needs students will be aware of the qualities they have and will be concerned with the skills they need to develop. Life experiences of exceptional students will be a part of, rather than apart from, those of typical normal students.

The following sections describe the school district, the regular education program, the continuum of special education services provided, the procedures for developing IEPs for handicapped students, and the special activities that promote mental health. The final three sections discuss the challenges the district continues to face in implementing mainstreaming, key factors found by school personnel to contribute to successful implementation, and the benefits of mainstreaming.

Description of the School District

Hastings Independent School District served an area of 152 square miles with a population of 20,000; 12,800 of the people served lived in the Town of Hastings on the Mississippi River, 20 miles southeast of St. Paul. Four elementary schools, one junior high school, and one senior high school were located in Hastings. Much of the surrounding area is rural farm land. Farming is the primary income source for approximately 270 of the district's families. Others are employed in city services or industries, or they commute to Minneapolis or St. Paul. The average income of district families is also average for the State of Minnesota. Most schoolchildren are white, though blacks, American Indians, and children of Laotian-Cambodian families recently relocated in the Hastings area also attend district schools. The student population has doubled in 10 years to approximately 5,000 pupils enrolled in grades K through 12. Of these students, 450 are handicapped and receive special services. Direct and associated instructional services are provided by 278 education professionals, supported by 230 additional employees.

Overview of School Services

The Hastings Public School District is committed to the goal of providing quality educational services to all its students. A comprehensive K–12 regular education program emphasizes instruction in the basic academic skills. At the secondary level, the curriculum includes college preparatory work, vocational education, and a variety of elective and exploratory courses. District students consistently score above State and national norms on the regularly administered standardized tests. In addition to promoting academic achievement, the district puts emphasis on providing a positive learning environment and promoting the social-emotional development of all students.

Parent involvement is actively promoted. The community's overall satisfaction with the district school system is shown by results of a survey con- ducted by the District Curriculum Office in May 1980. Citizens were polled via questionnaire. Results, published in the *School News*, a quarterly newsletter, indicated that a large majority of respondents were satisfied with the district's educational services, personnel, and responsiveness to parents and community. Well over three-quarters of the respondents felt that the school system was doing a good job of teaching basic skills; maintaining good student behavior; promoting a lifelong interest in learning and creative activities; and developing student social skills, self-confidence, self-awareness, and the ability to relate positively with others.

Special Education Services for Handicapped Students

In compliance with P.L. 94–142, the district provides comprehensive special services for children with special education needs. The district employed more than 50 special services staff, including a director of special services, a school psychologist, certified special education teachers, management aides, elementary school social workers, secondary guidance and counseling personnel, and school nurses. Special services expenditures were actually less here than in other demographically similar Minnesota school districts, because the director of special services, principals, and certified special services staff shouldered the supervisory responsibilities, eliminating the need for management personnel.

The district provided a continuum of special programs, including resource services and self-contained classrooms for more severely handicapped children. The following list describes many of the services:

1. An early education program was provided to meet the needs of 4-year-olds who show delay in social-emotional, cognitive, speech and language, or gross and fine motor skill development.

2. Special services for mildly to moderately retarded school-age children were provided through resource room and self-contained classrooms depending on the child's instructional needs. Severely retarded elementary students are served in a self-contained classroom based at an elementary school. At the secondary

level, more severely impaired students received vocational training through contracted services from the Dakota County Cooperative Special Services, an intermediate school district (described later).

3. A special learning and behavior problem (SLBP) program was provided for children experiencing specific learning disabilities or behavior problems. Students participated in regular education with special resource help from the SLBP teacher. One SLBP teacher served each of the four elementary schools. There were also SLBP programs at the junior and senior high schools.

4. Other special education resource services for handicapped children included speech and language therapy and an adaptive physical education program. Visually impaired and hearing-impaired students attended the regular program in the Hastings public schools and received itinerant teacher services on a resource basis from the cooperative intermediate school district.

5. The management aide position was developed specifically to facilitate mainstreaming. Aides were assigned to students needing individual attention or to classes in which students used machinery or lab equipment.

6. Elementary school social workers and secondary school counselors provided individual and group counseling services to handicapped and nonimpaired students.

7. The district provided home or hospital instruction on the recommendation of a physician or psychiatrist. School nurses provided regular vision, hearing, and scoliosis screening and help coordinate school, medical, and other related family services.

8. Students with temporary handicaps or learning or adjustment problems were offered counseling and academic assistance through the Teenage Parent Education Program, Chemical Abuse Program, English as a Second Language Program, and Instructional Tutor Program.

9. Out-of-district resources included (a) the special services of the Dakota County Cooperative Intermediate School District which serve children with low-incidence handicapping conditions; (b) the secondary vocational program of the Dakota County Adult Vocational Technical Institute for vocationally-oriented nonimpaired and mildly handicapped 10th, 11th, and 12th grade students; (c) the diagnostic services of nearby universities and hospitals; and (d) special private school placements.

10. Collaboration with other agencies was also practiced. For example, the school cooperated with a police liaison officer, a mental health intervention team, and the Hastings Community Education Services to sponsor a person who organized basic recreational services for handicapped students.

11. In compliance with procedures outlined in P.L. 94-142, the district used a child study team model to process referrals, assess abilities and needs, and develop IEPs. Each school-based child study team was made up of special services and regular staff active in providing the child's educational program.

Determining a Student's Individualized Educational Program

While categorical labels were used in accordance with P.L. 94–142, school personnel recognized that a child often cannot be served by one type of special service. All district resources were reviewed to develop a program that best served the child. The following case illustrates the district's flexibility.

"Chrissie"[1] was a bright preschool child when a brain trauma left her with seizures and severe attention, language, and behavior problems. District special services personnel began working with Chrissie's family, which preferred public school placement, prior to her enrollment in the Hastings schools. Using the diagnostic services of the University of Minnesota and St. Paul Children's Hospital, the child study team, which included Chrissie's parents, developed a program that used the strengths of individual teachers and a variety of regular and special services. Chrissie was assigned a management aide to help her follow her schedule and to assist her in the regular classes. She was assigned a regular first grade classroom, attended a self–contained class for trainable mentally retarded (TMR) students, and saw the resource teacher for educable mentally retarded (EMR) students for special instructional services. Chrissie accompanied the regular kindergarten class to gym. She returned to her regular classroom for music and other special activities and class projects. Her management aide was skilled in seizure management and in recognizing periods when Chrissie was ready to learn new skills. The child study team met less often as staff and parents became more confident that Chrissie was making progress.

History of Mainstreaming

The Hastings Public School District has been mainstreaming handicapped children for a long time. In the early sixties the district began integrating handicapped students into selected regular education classes and activities. School personnel recalled the needs and interests of individuals for whom various regular placements "just made sense." The district's commonsense approach foreshadowed many of the principles embodied in P.L. 94–142.

The following November 1971 superintendent's memo illustrates the district's commitment to mainstreaming and its recognition of the necessity for careful preparation of parents, students, and teachers:

> Years ago integration of special education students into regular classes for portions of their school day was done in our system, but then state recommendations seemed to frown on this philosophy. Now there is much talk about this "integration innovation" as though it is a new concept. I want principals and all teachers to know I feel this integration should again be initiated after careful preparation among the parents, regular classroom teachers, principals and special education teachers. . . . I remember how successful it was for the students years ago, and hope it can be just as successful now.

Special Activities That Promote the Social-Emotional Adjustment of Handicapped Children

The sensitivity of school personnel to the needs of handicapped students included an awareness that attention to a child's emotional needs is an inseparable component of providing an appropriate educational program. As one principal stated, "The better a child feels about himself, the better he will be able to read."

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[1] All names are fictitious. Nonrelevant case details are either deleted or altered to protect the privacy of individuals.

The role of the elementary school social worker was developed specifically to deal with the emotional needs of handicapped students and to support their adjustment to the mainstream of school life. Two school social workers provided individual and group counseling for elementary students as an aid in promoting their personal, social, and academic development. The elementary school social workers also provided indirect services to students by consulting with their regular and special education teachers, by providing parent training on behavior management or other family problems, and by referring families for other community social services. Students were referred to the social workers by school personnel, parents, outside agencies, or the students themselves. Reasons for referral include behavior problems, negative attitudes toward school, difficult peer relations, family problems, or a negative self-concept.

The school social workers ran play groups for handicapped children specifically to improve social skills. Social workers also ran change groups for families coping with stressful family situations, such as death or divorce. On occasion, school social workers worked directly in regular classrooms, providing special affective education experiences for all students or helping students deal sensitively with their handicapped classmates. For example, when a child with cerebral palsy was teased by his regular classmates, the school social workers helped him prepare a program on cerebral palsy to present to his regular class.

Junior and senior high schools provided extensive counseling services to support children with special needs as well as nonimpaired students. Handicapped students, like their nonimpaired peers, were assigned to one of three school counselors. Each counselor maintained responsibility for his or her students throughout their years at the two secondary levels. Students themselves, their teachers, or their parents could request the counselor's help with specific problems. For some students, regular individual sessions were provided for more global adjustment or self-concept problems. Counselors frequently helped students, teachers, and parents develop contracts for work on specific social or behavioral goals. The counselors also provided consultation services to teachers and parents and referral services to other community agencies and were actively involved in the child study team processes.

Orientation activities, directed by the junior high school counselors, exemplified the school system's sensitivity to the needs of students and parents involved in change. Orientation activities were offered in the spring and again in the fall for students about to enter junior high school to prepare them and their parents for the transition between elementary and secondary school. A consistently large turnout (approximately 96 to 98 percent of families) indicated that families valued this service. A tour of the school building and small group discussions on coursework, grading, school procedures, rules, activities, schedules, and so on, helped families know what to expect in junior high school. Discussion groups were described as "reality oriented" and addressed typical problems and concerns faced at this age level. To establish the understanding that handicapped students are as much a part of the student body as their nonimpaired peers, handicapped students and their parents were fully integrated into the orientation procedures. For example, the handicapped student, like his or her nonimpaired peers, received a computer card of schedule options, even though his or her personal program was determined in a meeting of the child study team and parents.

Special education staff also worked systematically with handicapped students to promote healthy self-concepts and adjustment to the mainstream. SLBP teachers reported that an important focus of their group work was to help students understand their handicaps, thereby fostering self-acceptance and a more positive self-concept. One teacher reported that after viewing a film on learning disabilities, students often respond, "Oh, that's what's wrong with me. I'm not dumb." Teachers of trainable mentally retarded students used small groups to help students develop social skills. The development of social skills was also an important aspect of resource service to mildly retarded students. At the secondary level, instruction on developing skills for independent living was added to a continued emphasis on relating positively to others.

Speech and language teachers used both individual and small group intervention to stimulate oral language skills. Group work with speech- and language-impaired youngsters often focused on problems students encountered in the regular classrooms. Teachers used the groups to help students discover coping strategies. For instance, understanding directions was a particularly difficult skill for some speech- and language-impaired youngsters. However, this skill is critical to success in the regular classroom. Student groups practiced following directions, and teachers reported that peers were often very effective in suggesting practical strategies for dealing with this problem in the regular class.

District personnel helped handicapped children join in special activities available to nonhandicapped students. For example, Hastings junior and senior high students could participate in an 8-day camping and canoe trip through a Minnesota natural wilderness area. One summer, a girl with cerebral palsy who walked on crutches participated, using a special backpack purchased with special education funds. With the help of the other students and her teachers, she was able to canoe, to portage, and to make it up a steep incline to an overlook. Teachers reported that the experience was a successful learning experience for the teachers and other students involved. The teachers planned to include other handicapped students on such wilderness programs, recognizing the benefits of handicapped students' seeing themselves as capable people.

District personnel recognized that continuous collaboration among administrators and regular and special services staff was needed to deliver coordinated services to the handicapped child and maximize his or her potential for success in the mainstream environment. The child study team carefully selected the regular teachers who worked best with a particular handicapped child. Copies of each child's program were distributed to all his or her teachers. Regular education teachers were active members on the teams for children in their classes and attended child study team sessions any time to discuss a problem or request advice.

Resource teachers collaborated with regular teachers to develop resource instructions that supported the child's regular curriculum and adapted regular curriculum materials to meet the handicapped child's needs. Teachers communicated with notes or frequent informal meetings; more formal, scheduled meetings were held to resolve particular problems. At the secondary level, where the handicapped student had several regular teachers, communications among special and regular staff was both necessary and more difficult. Often, the principal, the counselors, and the resource teachers were actively involved in preparing regular teachers for the handicapped students. At the junior high level, the principal and all teachers who received a particular child met for a case conference on goals and strategies before the child was mainstreamed, or when problems occurred. Further, it was school policy that grades for handicapped children be determined cooperatively by both special and regular teachers.

Both principals and special teachers reported that on the whole, the regular teaching staff was an extremely cooperative group, willing to try a variety of strategies to maintain a child in regular classes and assure his or her success. Developing and maintaining close working relationships among administrators, special teachers, and regular education personnel was seen as a key ingredient in a child's successful mainstream experience.

Services That Promote the Mental Health of Nonimpaired Students in a Mainstreamed Setting

School personnel recognized that nonimpaired children would not automatically feel comfortable with and adjust positively to the presence of handicapped children. Special awareness activities were used to anticipate and respond to students' questions and concerns about handicapped people. The goals of awareness activities were (a) to increase students' understanding of handicapping conditions, (b) to increase their acceptance of their own and others' individual strengths and weaknesses, and (c) to promote their recognition of the many ways handicapped children are like them.

For example, during Handicap Awareness Week (in honor of the International Year of Disabled Persons), special and regular teachers cooperated in developing special materials through which children could experience a variety of simulated handicapping conditions. After extensive inclass preparation on the purpose of awareness activities, children watched a movie without sound, learned signing, and experienced mobility problems while wearing blindfolds or using crutches and wheelchairs. In addition to simulation activities, a former football player for the Minnesota Vikings, who had been crippled by an accident, talked to students and answered questions about his experiences. Student response was very positive. Students were both impressed by handicapped persons' abilities to compensate for their limitations and appreciative of their own normal abilities. Teachers noted improvements in the students' relationships with their handicapped peers as well. For example, one youngster donated the artificial limbs he had outgrown. He later remarked to his teacher, "The kids sure have been friendly since they saw my legs."

Other awareness activities offered regularly at the elementary level included slide-tape presentations on handicapping conditions, opportunities for students to tutor special education classes, and special activities promoting the acceptance of individual differences led by the school social workers in cooperation with regular class teachers. Junior high awareness activities were integrated into the English class curriculum. An elective course on "Exceptional People" increased students' understanding of and sensitivity to life experiences of handicapped people through literature, other media, and presentations by handicapped persons and special services professionals.

At the high school, an awareness activity involved groups of physically handicapped and mentally retarded adults who discussed their experiences with social studies students and several teachers. As a result, several students became active volunteers in a variety of programs for handicapped persons sponsored by the Hastings Community Education Program.

School personnel suggested that many special services and activities for handicapped students have benefited nonhandicapped children as well. As special personnel worked with regular class teachers to adapt curriculum materials, individualize instruction, and plan behavior management strategies, teachers were better able to meet the individual needs of the nonhandicapped children. Special aides and resource teachers working in regular classes with handicapped children were often able to include nonhandicapped peers in group work or to offer them some individual attention.

Teachers reported that allowing nonhandicapped children to assist in special education programs improved their sensitivity to handicapped peers and promoted friendly relationships. Students assisted in the special early childhood education class, special classes for retarded children, or the adaptive physical education program. High school students with an interest in special education careers worked as aides in special classes and assisted special teachers offering homebound and hospital instruction.

Other activities exemplified the school personnel's efforts to promote the healthy overall development of all children and to provide a positive learning climate. Elementary schools regularly used affective education curriculum materials, such as SRA's *Focus on Self-Development* (see appendix B). Principals and special services staff periodically presented a review of available affective materials to promote teacher use.

The district also supported the training of 14 teachers and administrators in the *Positive Attitudes Toward Learning* (PATL) project, offered by Bethalto Schools, Illinois, and sponsored by the U.S. Office of Education. The project focused on improving teachers' ability to relate positively to students and to share responsibility for learning with students. School personnel receiving training became facilitators for school-based inservice teacher groups conducted over the next school year. One principal, involved as a facilitator for his school, reported that the PATL program for helping teachers improve student self-concept was particularly well-received by his staff. He reported that one outcome of his involvement was a change in his approach to supervision; he became more attentive to promoting positive teacher-student relationships. Further, he has sponsored the regular assessment of students' self-esteem as a means of evaluating both school climate and the impact of the use of affective materials and PATL training for teachers. Results for grades 1 through 6 indicated a school mean score above test norms and a small but steady mean increase for all grades over the first year.

Services That Prepare and Support Teachers Involved in Mainstreaming

A districtwide inservice training program entitled Mainstreaming: A Partnership of Regular and Special Educators was offered in 1978-79, sponsored in part by the National In-Service Network of the Office of Special Education. The training program offered information on the laws, regulations, and school procedures governing special services; promoted teacher understanding and acceptance of handicapped students; and focused on mainstreaming as a collaborative effort. Federal funds were used to provide special consultants, substitute teachers for participating staff, and instructional materials for use with students. Evaluation of the inservice program included the use of the Rucker-Gable Teacher Attitude Survey (Rucker and Gable, 1974). Results indicated a significant increase in positive teacher attitudes toward handicapped youngsters overall. However, acceptance of children exhibiting defiant or acting-out behavior remained relatively low.

New teachers met with special services staff to learn about mainstreaming procedures and available supportive services. In addition, districtwide presentations described available special services. Ongoing inservice training and support for regular teachers was provided through consultation with the special services staff. Consultation increased teachers' understanding of handicapping conditions, expanded their repertoire of instructional approaches, and facilitated materials development and adaptation. Special staff reported that teachers need to voice the frustrations inherent in working with children having special needs. All special service roles included consultation responsibilities.

Administration actively promoted the collaboration of special and regular education staff by providing opportunities for them to interact and by enacting policies and procedures that supported a team approach to mainstreaming. For example, teachers' classes were covered by school personnel and adminstrators to allow teachers to attend child study team meetings or receive special staff assistance on problems. The special services director tried to follow a policy of responding to teachers' requests for assistance within 24 hours. He noted that teachers do not expect problems to be solved immediately, but they can expect to be informed of plans for working on solutions.

At the time of the site visit, the focus of teacher inservice training was on individualized consultation to reinforce teacher skills and positive relationships with handicapped students. An important focus of support for teachers of mainstreamed classes was to convince them of their own competence. Cooperative work on individual cases helped teachers apply their skills to meet the needs of handicapped students. Further, efforts in promoting student awareness and sensitivity to their handicapped peers was seen as indirectly promoting the teachers' understanding as well.

School procedures were also seen as important in supporting the mainstream teachers. For example, student-teacher ratios were kept low: 1 to 25 at the elementary level and 1 to 19 at the secondary level. Administrative staff were careful not to overload a teacher with too many handicapped children in one class.

District personnel felt that the cooperative effort and training for regular teachers resulted in a lower number of referrals for special services. Reportedly, teachers were able to deal with a wider array of student needs and abilities in their classrooms, and referred only the children who were clearly in need of special education services. The success of efforts to promote collaboration of special and regular education staff was seen in the teachers' willingness to use the special resources available. A teacher spontaneously offered this "word of advice" to other regular teachers: "Use everyone and everything available to help you work with handicapped students. Don't feel that asking for assistance means you aren't competent."

For the special services staff, there were 2 to 4 staff development days each year. Inservice training included the use of outside consultants; review of current research, service delivery trends, and issues in special education; and staff planning and problem solving. Staff were encouraged to use the outside consultants available in various community service agencies. For instance, the social worker regularly was aided by the Community Mental Health Center staff in preparing materials for her special student groups and in consulting with regular classroom teachers.

Special workshops were offered on a voluntary basis for continuing education credit. Many were related to teachers' overall mental health needs, such as stress management and time management. To encourage regular education teachers to receive further training in special education, the district had stated that special education courses were germane to every teacher's professional development. Therefore, special education course credits were applicable to continuing education credits necessary for salary increases. Many regular district teachers were working toward or had special education certification.

Activities That Promote Parental Involvement and Provide Support to Parents

Over 90 percent of the parents of handicapped children participated regularly in school IEP meetings. This very high rate was promoted by scheduling convenient meeting times and by giving parents the message that their input was valued. Parents were often given choices of services, and their preferences were respected. Parents were encouraged to request extra meetings if concerned about their children's progress. School staff noted that the involvement of the regular education teachers in conferences with parents of handicapped children was particularly valuable. Because regular teachers worked with so many children, their input helped parents see how their handicapped children were similar to nonhandicapped children.

School collaboration with private preschool programs, with community agencies, and with services for adult handicapped persons facilitated continuity in service delivery and helped parents in planning for the lifelong needs of their handicapped children. School special services personnel actively assisted parents in finding other community services.

The Special Services Planning and Advisory Group was a vehicle for parental involvement and input into school procedures, activities, and so forth. Parents of handicapped children, special services staff, and administrators met regularly to share information on school activities, to develop procedures, and to plan for meeting families' needs. This group conducted a needs assessment for parents of handicapped children. As a result, parent education nights were held periodically on different topics, such as parents' rights under P.L. 94–142, parent advocacy, behavior management and other parenting skills, available school and community services, and so forth.

Parents of both handicapped children and nonhandicapped children benefited from regular school conferences and contacts. Two parent conferences were scheduled yearly in all district schools. Schools scheduled their meeting times so that parents with children of different ages could attend the various school conferences. Further, conferences were scheduled at convenient times, including evening hours. There was excellent attendance at school conferences. For example, the junior high school reported that approximately 90 percent of families attended the first conference and 75 percent attended the second conference. Parents showed appreciation for teachers' willingness to hold evening meetings by requesting compensatory time off for teachers from the administration.

Ongoing teacher-parent contact was promoted in individual schools in a variety of ways. Some teachers used the "congratugram," a form that provided positive feedback on a child's accomplishments in school. The junior high school had adopted a policy that a child could not receive a failing grade without prior notification of the parent. The school also installed a number of telephones to facilitate teacher-parent contacts. Further, principals regularly encouraged parents to call the schools about any problems their children faced or community problems in general.

There were a variety of efforts to inform parents and the community about school activities. A packet of information was provided to new families moving into the school district. *School News*, the quarterly newsletter mentioned earlier, described school services and activities. Articles on mainstreaming, handicap awareness activities at school, available special services, and the like were integrated into reports of other school activities.

Continuing Challenges To Maintaining a Positive Mental Health Climate

Despite exemplary mainstreaming practices, problems still existed with transportation, determining appropriate academic and behavioral expectations, safety factors, grading policies, maintaining morale, and reluctant teachers.

Because the district covered 152 square miles, bus rides were long and expensive. Long bus rides can lead to behavior problems and emotional upsets that may "spill over" into school. Hastings and neighboring districts were reviewing the various bus routes to determine if establishing some cooperative routes could reduce transportation time and expense. Bus aides were trained in behavior management and to monitor behavior contracts developed by the school and parents to reward children for good behavior. An inservice training program, Transporting Handicapped Students, was planned for bus personnel.

Knowing what to expect of handicapped children is difficult, particularly in the case of children with "invisible handicaps," such as emotional instability. School personnel found that collaboration between regular and special teachers, with the involvement of the principal, was essential in determining appropriate expectations.

At the secondary level, teachers were concerned with safety when handicapped children used machinery or equipment. All children were required to pass a safety test to manage industrial arts equipment. High school teachers and special services staff were working cooperatively with the Dakota County Area Vocational-Technical Institute to develop assessment procedures that could determine minimum physical abilities to run equipment safely. Management aides had been assigned to junior high school lab areas.

Grading handicapped children was less of a problem at the elementary than the secondary level, because elementary report cards for all children included opportunities to note individual progress and effort. Parents had worked with the schools to adopt the following grading procedure for elementary and junior high schools: A handicapped child earning an A, B, or C received that grade. A child earning a D or F received a "pass" if he or she was trying; otherwise the child received the D or F. This system was used at the high school at the teacher's discretion. Having regular and special teachers determine grades cooperatively helped resolve some grading problems.

When student progress is slow, it is hard not to be discouraged. Teachers wanted to help the child and reported feeling discouraged by slow progress and continuing problems despite their best efforts. Parents reported that discussion often focused on their children's problems, inabilities, and special needs. Using measurable objectives on IEPs helped teachers, parents, and children to focus realistically on achievements.

Not all teachers were prepared to work with handicapped children. Some were unwilling to modify their instruction and standards to meet individual needs. Some were uncomfortable with children who were different. Others were reluctant to take on "extra work" or afraid they did not know how to teach children with special needs. Special services personnel noted that they began mainstreaming with teachers who were willing. They accepted that individual teachers, like individual students, required different amounts of time and training to be able to deal effectively with mainstreaming. Individual work with teachers, especially in supporting their initial efforts with handicapped children, helped to increase the numbers of teachers who were comfortable with mainstreamed children.

Factors Contributing to a Mentally Healthy School Climate and Successful Mainstreaming

Several factors contributed to successful mainstreaming in Hastings. For example, the variety of services available to students, teachers, and parents supported the mainstreaming program. When school personnel were asked, "What makes mainstreaming work?" however, their responses suggested that a spirit of cooperation, individual caring, and competent school personnel were essential.

Administrative Support and Involvement. There is ample evidence in the literature on mainstreaming that administrative support is a critical factor in the success or failure of implementation efforts. In the Hastings Public School District, administrative commitment to mainstreaming was expressed through active involvement at all levels of implementation. The superintendent maintained contacts with state legislators and actively lobbied for special education funds. The school board was described by school personnel as proud of the district's special services and willing to allocate local funds to establish or maintain special programs.

Administrators assumed implementation responsibilities. For example, the superintendent chaired child study team meetings. In recognition of his efforts on behalf of handicapped children, the Minnesota Association for Children with Learning Disabilities named him the "Educator of the Year," the first time an administrator had been so honored.

The director of special services and the principals often chaired child study meetings, were active with parent training, participated in most problem-solving sessions, took over teachers' classes so they could attend meetings or training activities, and worked directly with individual children.

In discussing their participation in mainstreaming implementation, several administrators noted that effective leadership involved showing a willingness to work cooperatively so that teachers do not feel that they alone are responsible for mainstreaming. If teachers open their doors to handicapped children, then administrators must be accessible to staff, parents, and students.

Collaboration and Communication. To promote a team approach to mainstreaming, staff meetings served planning and problem-solving purposes. Social workers and resource teachers teamed with regular education teachers to serve both handicapped and nonimpaired children. Regular educators reciprocated by inviting children in special classes to join their groups for special events or by helping design and implement special awareness activities. School personnel were able to describe various programs and activities occurring throughout the district, a sign of good communication. Complete cooperation was not practiced at all times by all teachers, but a commitment to sharing the responsibility of mainstreaming was evident.

A variety of channels for parent-school communications included conferences, orientation sessions, parent advisory committees, parent information nights, and required teacher-parent contacts. Parents were urged to call administrators or staff or to request a child study team meeting in case of problems. If parents were not satisfied with the school's response, they could ask for a conciliation meeting at the district level before they began due process hearings. School personnel saw the conciliation meeting as a less intimidating step for parents than due process procedures.

Collaboration with the community included a number of cooperative programs, jointly funded positions, and collaborative teams of community agency and school personnel that were essential in providing coordinated services. Liaison staff and case managers helped children in transition between services.

School-community relationships were enhanced through information sharing. Various civic groups sponsored volunteer programs to assist schools. Business people were involved in determining functional vocational competencies and cooperated with school job placement programs.

Respect for Individual Competence. Supportive services staff saw teachers as competent and capable of working with children with special needs; their role was to support the teachers' efforts and to collaborate rather than to tell the teachers what to do. Inservice peer training models and the use of district staff as trainers promoted the message that teachers were capable.

This philosophy extended to handicapped children as well. As one teacher said, "We try to grant all children the dignity of risk." Children were encouraged to try new activities and to function as independently as they could —to go camping, for example. In daily practice, classmates were reminded not to "help too much" when a handicapped child was able to accomplish a task independently. Whenever possible, handicapped children were subject to the same school procedures and expectations as nonimpaired children.

Conclusion: The Benefits of Mainstreaming

Implementing mainstreaming does entail added work for schools. However, Hastings personnel and parents indicated that special services mandates have been a positive force in the district. Periodic focus on the benefits of P.L. 94-142 and mainstreaming helped them cope with implementation on a day-to-day basis. The following benefits were reported by administrators, parents, and teachers.

Though Hastings has a history of assuming responsibility for handicapped children, P.L. 94-142 had more clearly delineated the areas of school responsibility and facilitated district efforts to fund more comprehensive services. Mainstreaming makes fiscal sense for a rural district because it opens many resources to handicapped children and helps limit transportation expenses—for example, no longer are children bused to a single special facility.

Benefits for handicapped children have been numerous. School personnel were able to select from a variety of regular and special services to build educational programs in which children could succeed. Handicapped children benefited from social interaction with nonimpaired peers and were better able to assess their own abilities and limitations realistically. Parents were better able to assess their children's ability in a normal setting and could therefore make more realistic plans for later life.

Teachers found that mainstreaming helped nonimpaired children understand and accept a wider range of individual differences. There was almost no teasing of handicapped children, and children enjoyed helping their handicapped classmates. Many special programs and activities developed for handicapped children improved the quality of education in the regular class as well.

Teachers reported an increased awareness of individual needs and abilities. They said that they were less likely to "lump all the 'normal' kids in one big group." Modifying their approach for handicapped children helped them become more creative and encouraged them to read and problem solve. Collaborating with special teachers yielded many good ideas and materials appropriate for regular students.

Parents reported that the many opportunities to interact with school personnel helped them become advocates for their children. One parent reported that regular contacts with the school helped eliminate the fear that asking for help for the child might result in the child's being singled out and suffering because of "parental interference." Parents appreciated the schools' willingness to provide the educational and social services necessary for their children to have prospects of leading independent lives later on.

Mayfield, Ohio: Hand-in-Hand Mainstreaming

> What's best for the kids has been the deciding factor in any decisions we have made.
>
> *Mrs. Irene Kay, member of the*
> *Mayfield City School District Board of Education*

Introduction

The Mayfield City School District is a small, suburban school district east of Cleveland, Ohio. The district served 4 suburban communities with a combined population of about 36,000. The area is primarily residential, with some commercial activity and light industry. The district population is almost all white, and incomes in the district are in the middle to high range. Occupational groups included skilled workers and tradesmen, self-employed businessmen, and professionals. Seven schools in the Mayfield City School District served just over 4,200 students in kindergarten through high school. There were five neighborhood elementary schools with grades K through 5; a middle school for grades 6, 7, and 8; and a comprehensive high school. Also included in the Mayfield City School District was the Millridge Center for the Hearing Impaired, a regional program for hearing-impaired students from 27 surrounding school districts.

At the time of the site visit, Mayfield was considered a leader in providing special education services to its handicapped and exceptional student population. A continuous program, from early identification of preschool children through high school graduation, was carried out by 36 special education teachers, 4 school psychologists, 3 speech therapists, 1 full-time director, and 5 special consultants. In Mayfield, mainstreaming was defined as the education of handicapped students with their nonhandicapped peers, when appropriate. It was a planned experience, not indiscriminate dumping of handicapped students into regular classes; nor did it include the elimination of special education classes or support services. The philosophy of maintaining the district followed had been outlined in its mainstreaming manual.

> In order for us to integrate handicapped students into a mainstream of the regular curriculum, we must begin with a belief in the dignity and worth of all children and youth, whether handicapped or not. He/she has physiological and psychological needs just like any other person: needs of acceptance, belonging, participation, and accomplishment. These are basic to all of us. The student who is handicapped can gain social and peer acceptance in a more normal school experience while receiving an appropriate education if we permit the experience to happen.

The Mayfield City School District implemented its mainstreaming philosophy through a variety of programs and services provided to teachers, students, parents, and administrators. Many aspects of the program contributed to successful implementation. Chief among these were the commitment and support of the board of education, the awareness and support of the community, the key role of the psychological services staff in mainstreaming implementation, and a pervasive expectation among all school personnel that handicapped students would achieve and perform at their highest possible level.

The Board of Education. In the late 1960s, the school district embarked upon its major mainstreaming emphasis. It was in 1969 that the school board agreed to serve as the host district for a regional program serving hearing-impaired students. Since these early days, through commitment by the school board and support from the community, Mayfield continued to provide exemplary mainstreaming services to its handicapped student population, which has included hearing-impaired, multiply handicapped, learning-disabled, behaviorally disordered, mentally retarded, visually impaired, and physically handicapped students.

In its history of dealing with programs for handicapped students, the board established a record of fairness in attempting to understand the programs proposed to it and to be responsive to the needs expressed. The board has a proud history of leadership in developing, evaluating, and promoting successful programs. It has emphasized evaluation as a key part of all program initiatives, and has expected school staff to present programs with this perspective in mind. Mayfield's programs for the hearing impaired, for example, have received national awards, and its student graduates have received scholarships as well. These types of recognition have given the board reason to be proud.

Another part of the board's support is its members' involvement in and understanding of special programs. Two of the board's members have served for more than 10 years; thus, there has been continuity and knowledge of the history of programs. Over time, the board has attempted to develop a school system capable of accommodating any student who comes into it. The board's interest and commitment to include everybody, to make each student a part of the system, were reflected in the merit award it established for special education students.

The track record of the school board in its decisions in regard to the handicapped and mainstreaming provided teachers, parents, and students with a visible endorsement of and support for their efforts. The board's position was clear, substantiated by its past actions. This not only relieved doubt but also encouraged those concerned with handicapped students to pursue a program of excellence.

The Community. Because the school board had taken such an active role in supporting school programs for the handicapped, including mainstreaming, the community's awareness and support was very high. The community has provided strong support for education in general; for example, they supported an extensive adult education program. Many teachers and administrators spoke of this community interest in and support for programs for the handicapped and cited as examples such tangibles as job placement opportunities for students in cooperative or work-study programs and integration into the community after graduation.

Psychological Services. Mayfield's mainstreaming program was a "hand-in-hand" program; that is, there was cooperation between special and regular education. In the day-to-day operation of the schools, school psychologists played a supportive and facilitative role that brought special and regular teachers together. The director of special services and the four school psychologists provided support to both the regular classroom teachers and the special education teachers involved in the mainstreaming process. In addition, they also worked directly with students leading support groups. The psychologists served as advocates for the mainstreaming process, providing support to the students, parents, and teachers. Each was assigned schools to staff and students to monitor. Along with counselors and administrators, the psychologists were given specific responsibility for helping to make mainstreaming work. They were recognized as support persons by parents, teachers, and students.

Expectations. No matter the level—elementary, middle, or senior high school—there was a pervasive expectation that handicapped students in the regular schools and in mainstream classrooms would meet the general behavioral expectations of all students in those settings and achieve and perform to the best of their ability. This was the expectation of numerous persons within the school system, but most especially of the special education teachers and special services staff. The continuous emphasis on normal expectations provided for a real-life implementation of the normalization principle. Its effect, from the perspective of the student's mental health, was to communicate acceptance along with expectations for continued growth and development. It also had a future orientation, acknowledging that students were preparing for something.

These four aspects of Mayfield's mainstreaming programs provided a healthy climate for implementation. Specific programs and services for students, teachers, and parents were provided within this context. In the next four sections, programs and services for the elementary, middle, and senior high school levels are briefly described.

Elementary Schools

The Millridge Elementary School mainstreamed learning-disabled and hearing-impaired youngsters. On the same campus and physically connected to the Millridge Elementary School was the Millridge Center for the Hearing Impaired. The aural/oral program served 72 children with an extensive number spending all or part of their time in the regular school program. All the hearing-impaired students were mainstreamed in physical education and art and for lunch, recess, and related school activities. For the balance of their programs, about 50 percent of the hearing-impaired students were served full-time in the hearing-impaired classrooms, but the remainder participated to some extent in regular education programs. About 20 students spent 20 to 25 percent of their time in regular education classrooms, 7 were mainstreamed 50 to 60 percent of the time, and 10 were involved in regular academic classes for 90 percent of the day.

Generally, students would not become involved in mainstreaming in the academic areas until the fourth grade. In the preschool and early elementary years, emphasis was placed on the development of language and communication skills for hearing-impaired students in the self-contained setting. As these skills developed, students were better prepared to meet expectations and handle interactions with teachers and peers in the regular education classrooms.

One particular reason for the success of the program was the coordination and cooperation between special education teachers and the regular education faculty members. The high stability among staff over the last several years had contributed to effective working relationships. For example, hearing-impaired teachers had gone on field trips with regular classes and participated in class social functions. The regular education and special education teachers had also team-taught in the mainstreamed classes.

Special efforts were made to build peer understanding and acceptance among the nonhandicapped students. Activities such as joint field trips, joint film sessions, tours of the hearing-impaired program area, and demonstrations of hearing aids by hearing-impaired youngsters were useful in increasing understanding and acceptance. Parents of hearing children often assisted the classroom teachers in taking the children on field trips. In this way, they learned about and appreciated the mainstreaming program and become more aware of the capabilities of the hearing-impaired students. Mainstreaming for lunch and recess facilitated interaction between the students during these nonacademic portions of the day.

The regional program for the hearing impaired was so well thought of that several parents and families had moved into the area so their children could be involved in the program. Some of these families came from out of state.

Parents with children in the program reported that their children felt very good mentally and emotionally about their involvement in the program and were not made to feel different. Many reported that the interactions in school carried over into the neighborhood. Several parents saw mainstreaming as a spur to self-initiation among their hearing-impaired children since it placed more responsibility upon them.

After school, recreation and scouting programs were available to hearing-impaired and hearing students. Through these programs, children overcame fears of getting involved in these types of extracurricular activities. The hearing-impaired students were able to have rewarding interactions with their hearing friends through these activities. One parent mentioned her son's participation in an aluminum recycling project that involved the whole school; her son was awarded a prize along with two hearing students for their successful efforts.

There was much parent involvement in the IEP process. Activities such as mothers' coffees and grandparents' day were conducted to facilitate and maintain parents' involvement and participation. Through joint fund-raising activities between the parents of hearing-impaired and hearing children, school materials were purchased to be used with both groups.

Learning-disabled students at Millridge were also significantly involved in mainstreaming. Learning-disabled students among the 340-student population were served through resource room programs, with one each at the primary and intermediate levels. Special education resource teachers worked in the regular classroom directly with students, in a consulting role, and in team-teaching situations. The school psychologist, principal, and speech therapist provided the backup support for the special education and regular classroom teachers and helped coordinate their efforts. Learning-disabled students involved in the mainstreaming process were assigned to a regular grade homeroom.

Teachers reported there was a normal blending of students and that regular students did not see the hearing-impaired or learning-disabled students as "different." Regular classroom teachers found it reinforcing to see the growth in language and social behavior that handicapped students were able to achieve in the mainstream setting. Regular classroom teachers' strategies were to make themselves accessible to the hearing-impaired and learning-disabled students, to maintain close contact and communication with special education teachers and other support personnel, to treat all students fairly, and to model respectful behavior toward all students. They tried not to cluster three or four hearing-impaired students in one class.

At Lander Elementary School the special programs included a resource program, a cross-categorical/multi-handicapped program, and a diagnostic kindergarten classroom. The resource program provided for extensive mainstreaming for approximately 15 students aged 7 through 12. The program was designed to reduce the negative effects of labeling, provide opportunities for independence and responsibility in a normal classroom, and increase student achievement academically and socially. The program's approach, which was being used in 6 of the 12 resource programs at the elementary level, provided for the special education teacher to spend part of each day in the regular classroom as well as in the resource room. This type of program provided an opportunity for the regular educator and special education teacher to function as a team and for the regular classroom teacher to learn how to meet the needs of learning-disabled and behaviorally disordered students better. Further, this approach provided a smooth and effective transition for the handicapped students as they moved from the resource classroom into the regular classroom setting. Staff response to this program was one of overwhelming support. Statements by regular classroom teachers bore this out: "I don't feel like I'm in this all alone." "I learned better management skills." "I feel the learning-disabled teacher understands the child's regular classroom problems better."

This program also enhanced the feelings of handicapped children as they participated in the regular classroom setting. Students' evaluative comments on the program were as follows: "Helps me manage my behavior." "I like my friends to know the LD teacher as their teacher, too." "If I get stuck, I know I can get help." "Gives me confidence to figure it out for myself." "Helps me keep my desk clean and find my supplies."

Parents were very satisfied with the approach. Their children were able to spend more time with their peers in the regular classroom without labeling, while still receiving the remedial help and assistance they needed.

The cross-categorical/multi-handicapped program at Lander Elementary School provided services to students with moderate, mild, and severe mental retardation and severe learning disabilities and behavioral disorders, often in addition to other handicapping conditions. The Mayfield City School District Board of Education elected to place these programs in the regular school to facilitate contact with the normal student population. This program for 41 students between the ages of 5 through 13 was staffed by 5 special education teachers, a half-time occupational therapist, and a full-time speech therapist.

Students who were mainstreamed received hand-in-hand support similar to that described for the resource room program. The degree of mainstreaming in academic settings varied from zero to moderate, with 45 percent of the students involved in some mainstreaming activities. The students participated in assemblies, lunch periods, and recess, and had access to areas where informal student interaction occurred.

The program used special groupings in the areas of language arts, math, and reading and developed large group activities in vocational and daily living skills. Other components of this program were adaptive physical education and field trips into the community for the development of life skills.

The Middle School

At the middle school, the handicapped student population included hearing-impaired, vision-impaired, learning-disabled and behaviorally disordered, educable and trainable mentally retarded, and multiply handicapped students. The Mayfield Middle School enrolled about 900 students. The special education staff consisted of two learning disabilities teachers, four part-time learning disabilities tutors, two teachers for the hearing-impaired, and three teachers and aides for the mentally retarded and multihandicapped programs. In addition, guidance and counseling and psychological services were extensively involved.

Guidance and counseling staff, for example, were routinely assigned special education students in their caseloads. They had responsibility for monitoring all the special education students' programs, participating in their IEP meetings, and facilitating the transition of students from elementary into middle school and from middle school into high school. The support of transitional activities involved meetings with parents and teachers and with handicapped youngsters themselves. The psychological services were provided by three psychologists, each of whom provided services 1 day per week in the school.

Through the guidance and counseling and psychological services, specific mental health needs of handicapped students were met. For example, one of the psychologists conducted weekly meetings with students in the mentally retarded and multihandicapped program. In these classroom meetings, students had an opportunity to discuss adjustment problems in the school and develop problem-solving skills for the future. A constantly repeated theme in these classroom meetings was what the students would do when they left school. This theme was designed to help students maintain a future orientation toward their educational programs.

Team teaching and joint curriculum development activities were indicative of the level of cooperation between the special and regular education faculty members. Team teaching occurred in the eighth grade science and social studies programs. One science teacher involved in team teaching modified his curriculum program to meet the needs of mainstreamed learning-disabled students better. Modifications included development of clearer expectations, use of more repetition and reinforcement, use of more hands-on activities, and support of the learning disabilities teacher in the classroom. These modifications were beneficial to regular students in the classroom as well. Many students who had not been successful in the science curriculum before were achieving A and B grades.

Inservice training provided by special education faculty members helped to address and alleviate the concerns of many middle school faculty members. Many regular teachers had not had direct experience with different types of handicapped youngsters and were not sure how to relate to them. Initially, there was some feeling among the regular faculty that less would be expected of the handicapped students. Just the opposite was the case. This training established a schoolwide expectation that handicapped students were to be treated no differently from their nonhandicapped peers. For example, they were to be disciplined for disruptive behavior in the halls, or for failure to have a hall pass when moving through the building. When a physically handicapped student was given an award at a school assembly and received the longest ovation from the student body, the principal was quick to point out that this recognition was based on the student's hard work to become as independent as possible and to meet the same expectations as every other student in the school.

A great deal of emphasis was placed on communication between special education and regular education faculty members. The director of special services emphasized the responsibility of the special education teachers involved in mainstreaming to develop plans for communication with regular education faculty members and monitored the special education faculty to see that such plans were developed and implemented.

The EMR and TMR/multihandicapped programs, staffed by 3 teachers and 2 aides, served 26 students. Over the past 3 years, this program had moved from a traditional self-contained program into extensive mainstreaming activities. Students in TMR/multihandicapped programs were mainstreamed during lunch; had their music, art, and physical education classes with regular instructors; and participated in school assemblies. The multihandicapped, low-functioning students were integrated in the building as cafeteria workers and custodial staff. The work was related to their vocational training program and provided on-the-job instruction. Teacher- and psychologist-led discussions and talks in the regular classrooms promoted acceptance of these work roles among the student body. Additional support was provided by the school psychologist, who met with the multihandicapped students to deal with any problems or concerns they were having related to school life. For example, although peer acceptance had been very good at Mayfield Middle School, some instances of teasing and harrassment had occurred. Weekly counseling sessions addressed how teasing made the students feel and how they should respond to it. One activity that helped minimize the teasing and harrassment, and improve acceptance and understanding, was the use of regular students as role models and peer tutors in the multihandicapped classrooms. These students helped to "spread the word" about the special students throughout the rest of the school population. Many big-brother/big-sister relationships developed naturally from this peer-tutoring program.

The mainstreaming experience for the mildly mentally retarded students was more extensive. For example, of eight students enrolled in one of the EMR classes, three were mainstreamed into the regular education program 70 percent of the time, two were mainstreamed 50 percent of the time, and three were mainstreamed for 45 minutes a day in academic areas. Again, communication between special and regular education teachers was important. Emphasis was placed on a personal level of communication and a high frequency of contacts. Daily contact was provided as needed and, at a minimum, teachers met once per week if there was no problem in the mainstreaming arrangement. The special education teachers took the responsibility for mainstreaming success and were willing to take a child back into the special education program if problems did arise. This strategy worked well, and regular education teachers supported the mainstreaming implementation.

In addition to closely communicating with regular education teachers, the special education faculty maintained close contact with parents. The effectiveness of the communication with parents was demonstrated by extensive parental involvement in planning for transition from the middle school to the senior high school and by parents' high degree of involvement in the IEP process. Parents and teachers cooperated for the end-of-year recognition banquet for approximately 300 "friends," including board members, special education teachers, mainstream teachers, bus drivers, volunteers, and business leaders—all persons who helped the program achieve its goals.

Secondary Hearing Impaired Program (SHIP)

Complementing the Millridge Center for the Hearing Impaired in providing a comprehensive range of services for hearing-impaired students, the Secondary Hearing Impaired Program (SHIP) provided special services to hearing-impaired students in the middle school and the senior high school. Student enrollment in this program during school year 1980-81 was 63 students—12 in middle school and 51 in high school. The program was staffed by 2 teachers at the middle school. At the high school, the program was staffed by 8 full-time and one part-time teachers and one full-time and one part-time educational aides. The program shared services in audiology, psychology, speech therapy, and physical therapy with the school system. In addition, there was a coordinator for the SHIP program who worked with both the middle school and the senior high school. Ancillary services and resources were available within the region, the State, and the nation; such resources included home school district counselors, the Ohio State School for the Deaf, Gallaudet College, and the National Technical Institute for the Deaf in Rochester, New York.

The SHIP students were involved in 51 different regular education courses at the middle and high school levels. In addition, some students participated in on-the-job training programs at 1 of 24 locations within the Mayfield community.

For each student, an individual schedule was developed and coordinated with the school's master schedule. An attempt was made in the mainstreaming program at the high school not to overburden teachers. In those classrooms with a significant number of handicapped students (more than five), additional support and instructional assistance were provided to the regular classroom teacher.

SHIP staff members had responsibility for six to nine students each and provided liaison for these students between home and school. They also worked with students directly in the regular classrooms and provided consultation and technical assistance to regular classroom teachers.

Assistance was provided through mobile teachers and aides, National Technical Institute for the Deaf notebooks for student note takers, and tape recorders. School announcements were typed and distributed to the hearing-impaired students. This kept them apprised of activities going on in school and facilitated their involvement.

A system was established to monitor progress of the students. The system involved a monthly checksheet, an assessment that was made 3 weeks into each grading period, and school progress cards and report cards. A master schedule board maintained in the SHIP coordinator's office permitted the staff to identify, at any particular time during the day, exactly where a particular student was, the level of assistance the student was receiving in that setting, who was providing the assistance, and the form in which the assistance was being given. This extensive, effective organization told the regular classroom teachers, and the students as well, that they were going to receive the assistance they needed when they needed it.

The SHIP program had also compiled a set of materials on mainstreaming for regular classroom teachers. This material included, for example, instructions on how to work with the deaf student in the classroom, how to select and train note takers, and how to use the National Technical Institute for the Deaf notebooks. It also discussed general considerations for working with the hearing-impaired student in the regular classroom. Specific suggestions on how to accept the student and promote the student's acceptance by classmates were included. Inservice training, both formal and informal, for regular classroom teachers and staff was also provided.

Comments from several teachers, a student, and a guidance counselor involved in the SHIP program provided some interesting perspectives on how the program was being implemented and what it meant to each of them. The teacher in the fine arts program found that some of the hearing-impaired children were his best students. Many of them found the course easy because much of the teaching was done through demonstration. He felt that the hearing-impaired children did not feel out of place.

The home economics teacher reported receiving good support from the resource teachers and aides. Communication on a weekly basis had been very beneficial. Two students in her class were hearing impaired and were receiving As. She found the regular students very willing to help in note taking and other ways; they were not at all uncomfortable with having handicapped students in their classes. As a parent of hearing children who attended Millridge Elementary School, she saw many benefits in the program for all children.

An 11th grade hearing-impaired student spoke specifically about an English class in which she had gotten to know the hearing students very well. This was due in large part to the teacher's use of class discussions to tie together literature or poetry readings with students' lives. These types of classroom discussions promoted much interaction between students, and an opportunity for developing understanding and broadening perspectives resulted.

A guidance counselor reported that her services were available to all handicapped students and that the regular counseling staff worked with hearing-impaired students in the school. She indicated that they coordinated their counseling with the SHIP staff to ensure that there was adequate coordination between the school and the home. She reported that because Mayfield had a history of mainstreaming hearing-impaired students, many of the problems one might anticipate during the adolescent period had not developed. The problems that hearing-impaired students had were not significantly different from the problems any high school student would have during these critical developmental years.

One of the resource teachers worked with hearing-impaired students enrolled in regular vocational education classes. In this capacity, she reviewed materials, made contacts with teachers, provided cross-training between the special education and vocational education teachers, and helped students involved in cooperative education programs and vocational education clubs and organizations. She took an auto mechanics course so she could work more effectively with the students as well as the instructor in that program. She found that handouts she prepared for hearingimpaired students were used by instructors with all students in their classes. The participation of hearing-impaired students in the vocational education clubs and organizations provided many growth opportunities; for example, a hearing-impaired girl introduced her boss at an appreciation luncheon at the end of the school year.

The High School

In addition to the hearing-impaired students in the SHIP program, handicapped student groups served at the high school level included the learning-disabled, behaviorally disordered, developmentally handicapped, educable mentally retarded, and multiply handicapped. The degree of academic mainstreaming varied among these groups. For the learning-disabled population, the degree of mainstreaming was extensive; for the behaviorally disordered, moderate; and for the developmentally handicapped and educable mentally retarded, minimal. For the multiply handicapped student population, there was no academic mainstreaming. All these student groups participated in assembly programs, ate in the regular school lunchroom, and so forth, so all these programs were part of the high school.

Developmentally handicapped or educable mentally retarded students were spending 85 to 100 percent of their academic instructional time in special education. These students had a sequential vocational curriculum program that included inschool or supervised community employment. Severely behaviorally disordered students spent 50 percent of their academic instructional time in regular educational settings. The program for these students had a vocational emphasis similar to that of the program for developmentally handicapped students.

The most extensive mainstreaming occurred with the learning-disabled population. A minimal amount of the time, 10 to 25 percent, was spent with the special education teacher; the majority of their time was spent in the regular educational programs. The learning disabilities program was staffed by three full-time and one part-time resource classroom teachers. Eighty-four students were involved in the learning disabilities resource program, receiving a minimum of 40 minutes of specialized resource instruction per day.

Within the high school structure, the special education program had departmental status. This facilitated communication and interaction between the special education teachers and the regular education faculty. School policy and program decisions were made with input from the special education program. Further, the assistant principal for curriculum was a former special education teacher, particularly as it involved mainstreaming of handicapped students into regular education classes.

One of the factors that contributed to the success of mainstreaming was the coordination and communication between regular education and special education, facilitated and supported by the school psychologist. At no level was this more important than at the high school level. The Mayfield City School District mainstreaming program emphasized the responsibility of the special education teacher to ensure that an adequate communication system had been established and was being maintained. For example, the learning disabilities program obtained a weekly assignment sheet for each student indicating specific assignments students were going to be given as well as quizzes or tests that were coming up. This provided an opportunity for the resource teachers to help students maintain progress in their classes and perform their best on tests. The regular classroom teacher had an opportunity to attach special notes at the bottom of the form to alert the resource teacher to particular progress the student had made or to identify potential problem areas that needed to be addressed. Another form used for communication and for motivating student performance was a daily accomplishment sheet. Students were awarded a certain number of points by subject area teachers based on their performance. The form was easy for the regular classroom teachers to complete, and this simple system provided motivation for students. In addition to the weekly and daily accomplishment sheets, progress checklists were completed two times each semester.

Two other features of the program at the high school level were noteworthy. One dealt with the difficult process of transition from middle school to senior high school. Making this transition is difficult for any student, but it may be especially so for the handicapped student. Too often teachers receive students they know nothing about, students without services they need for several weeks into a new semester, and so forth. These problems were addressed by the Mayfield School District, after their analysis of the transition process. As for the transition to middle school, detailed procedures were articulated for transition of students from middle school to the high school. This transitional program involved, in addition to the special education teachers, school psychologists and counselors. The transitional program recognized demands placed on students and provided the type of planning that leads to prevention of problems as well as to early recognition of problems should they occur.

A real effort was made by the special education teachers to get themselves involved in the mainstream of activities at Mayfield High School. This type of involvement and commitment did not go unnoticed. Teachers in the hearing-impaired program were involved in such schoolwide activities as the cheerleading program, the principal's advisory committee, the American Friends Service, and grant writing for math and social studies projects. Several advantages accrued to the special education program as a result of faculty involvement in school activities. Nonhandicapped students got to know the special education faculty and, through informal exchanges, began to develop a better understanding of the special education program in the high school. Also, it was easier for handicapped students to become involved in extracurricular activities.

Other results of this involvement were team teaching and joint efforts in curriculum development projects. An adjusted English curriculum course for 11th grade students focused on basic skill development and representative selections from American literature. The course was team-taught by a regular English teacher and a learning disability, special education teacher. The teachers developed the course as a curriculum development project supported by the board of education. Adjustments involved reducing the amount of course content and individualizing the instruction, without changing the objectives of the course. Teachers reported that students enjoyed the course and felt it was like the English courses other 11th grade students took.

Peer interaction was supported in other ways as well. An example was the tutor-friend program, in which students served as tutors or special friends to handicapped students as part of their psychology course requirements.

Special Education Parent-Teacher Group

Another key aspect of the Mayfield City School District's mainstreaming program was the extensive involvement with parents and community agencies. These relationships were promoted and fostered through the Mayfield Special Education Parent-Teacher group, an organization designed to promote parental involvement in special education programs. A 16-member board composed of both parents and professionals (the majority of whom are also parents) guided the activities of the group.

In addition to serving as a support group for parents through both formal and informal means, the parent-teacher group was involved in conducting training sessions for parents in the community. One such session was on language development. A panel discussion, "Parents for Parents," involved six parents of children in the hearing-impaired program. Plans were underway to develop a training session on sexuality.

The cooperation between parents and teachers resulted in constructive communication in parent-teacher conferences. Parents felt that school support was present and that there was a commitment to normalization in the community, with support from community organizations and agencies.

One parent noted that there had been increased expectations for their children in the mainstream setting, which had been good, even when it meant that the handicapped students had to learn how to deal with the "flak" they sometimes got from other students. They now had an opportunity to participate in a large part of school life. According to the parents, this association with normal students was very important to their children's development. When questioned on feelings about being the parent of a handicapped child in the Mayfield school system, one parent commented on not being made to feel guilty, another commented on having been treated like a human being, and said that program issues were treated realistically.

Program Evaluation

It was a policy of the school board and a standard practice for the administrative staff to evaluate the effectiveness of programs within the school district. Program assessment and evaluation were designed to determine if programs should be continued, modified, or expanded. This policy was implemented with respect to the mainstreaming program as well.

From school year 1974-75 through school year 1979-80, the effectiveness of the resource/tutorial program for learning-disabled and behaviorally disordered students was assessed. Reading, math, and social-emotional areas have been assessed. Assessments of students' performance in these areas before and after program participation were used to determine students' gain scores.

Two types of evaluations were employed in assessing the SHIP program. One was the analysis of SAT scores in reading comprehension and math computation of graduating seniors. Another was analysis of a survey questionnaire for 68 high school and 47 middle school personnel. The purpose of the survey was to obtain information about the level of students' adaptability to integration, social as well as academic. The survey assessed such areas as degree of contact; students' ability to express their needs, understand instruction, and communicate; extent of students' use of communication modes other than speech; and amount of social interaction with hearing peers. More than 66 percent of the high school teachers and almost 95 percent of the middle school teachers had had contact with hearing-impaired students. On the average, most teachers had worked with about six hearing-impaired students in their classes. The majority of teachers rated the students as having no problem expressing needs or understanding verbal instruction; they indicated that students had to use other modes of communication during speech or writing only occasionally. Interestingly, 41 percent of the high school teachers and 38 percent of the middle school teachers reported extensive interaction between the hearing impaired students and their hearing peers. Occasional interaction was reported by 37 percent of the high school personnel and 40 percent of the middle school personnel. Nineteen percent of the high school personnel and 15 percent of the middle school personnel indicated that the hearing-impaired students had infrequent or no contact with their hearing peers.

In addition to these types of formal

program evaluations, each individual student's educational program was assessed and evaluated periodically through the IEP process, annual IEP review, and the continuous assessment and evaluation conducted by the special education and regular classroom teachers. The emphasis on evaluation was critical; and Mayfield's activities in this regard reflected its concern to ensure that mainstreaming was beneficial to students' social and academic growth and development.

Key Factors for Successful Mainstreaming

One key factor related to the program's success is the stability in leadership committed to mainstreaming. Many of the key people in the school system, including school board members, the superintendent, program coordinators, directors, and principals, had been in the system for a number of years. They had played integral parts in the mainstreaming history of Mayfield. For example, the superintendent and key program directors had been involved in the system for about 10 years. Stability in leadership from the board down to the program directors helped to maintain a long-term understanding and commitment to mainstreaming activities.

Related to this is staff stability. The Mayfield City School District had experienced very little staff turnover. Personnel working within the schools knew each other, understood their specific roles and responsibilities, and, over time, had developed effective working relationships. This stability was borne out at Millridge Elementary School and Millridge Center for the Hearing Impaired, as well as at Lander Elementary School, where the regular and special education teachers had established a history of working together.

Another key factor was the obvious community support for and commitment to education in general, and special education programs in particular. All faculty and administrators interviewed during the site visits continually stressed community support for the program and cited a number of specific examples. Field trips for students learning daily living skills, on-the-job training locations in the community, and participation of parents in fund-raising activities for handicapped programs were some examples of community support and commitment.

A fourth factor was administrative support. Teachers, counselors, and psychologists had one common theme—pointing to administrative personnel at the schools and central office for providing them with the type of support that allowed them to conduct their programs creatively and innovatively. Administrators were viewed as resources in dealing with student and program problems.

A fifth factor was the lack of fiscal problems in the district. To a large extent, of course, this was due to the economic base of the community. But more than this, many felt that Mayfield's excellent fiscal status was due to the special skills of its superintendent, Dr. Robert Stabile. One school board member noted that Dr. Stabile was the author of the book *What Every Ohio Citizen Should Know About School Finance*, a basic resource guide for superintendents and school board members on financial management of public school systems.

Another important factor was the strong parent-teacher group that involved parents, administrators, and teachers. The parent-teacher group provided a way to monitor the program continuously, ensure that the needs of parents were being addressed, and maintained a collaborative working relationship between parents and the schools.

A seventh factor, somewhat difficult to describe, was the consistent level of expectation for normal behavior among the handicapped students mainstreamed in the school system's programs. This expectation was evident at the elementary, middle, and senior high school levels and was voiced by teachers, counselors, principals, and parents. The message being communicated was, "We accept you as an integral part of the school, and we expect you to behave and perform in a manner that reflects this." Establishing and maintaining this philosophy required the continued attention of the special education faculty and the school psychologists. It was reflected in the school manuals and was reiterated by administrators at faculty inservice training sessions.

A special emphasis on the mental health needs and concerns of parents, teachers, and students involved in mainstreaming was provided by the psychological services and counseling staff. Their support for teachers and parents and discussion groups and transitional services for students were important to the success of Mayfield's program.

Finally, a factor that appeared most critical was communication—communication between the superintendent and the board, between the superintendent and the administrative staff, and on down the line. One of the policies of the Mayfield City School District's mainstreaming program placed the primary responsibility for communication on each special education teacher. Often, this idea is given only lipservice. In Mayfield, it received a special emphasis. As noted in the mainstreaming guidebook prepared by the Mayfield City School District, "Two way communication is essential between regular and special education teachers. However, the main responsibility for regular communication rests with the special education teacher. The special education teacher shall set up a plan of communication with the receiving teacher. This plan will be documented, regularly reviewed and maintained as part of the record."

Commitment and communication were two key ingredients in Mayfield's successful mainstreaming program. They go hand in hand.

Tacoma, Washington: Progressive Inclusion

> Your child is a young, responsive, growing individual, with human needs to live, play, and make friends—not a composite of diagnosed needs. . . . Each youngster should have the chance to join the mainstream and to become part of the fun activities at his/her school.
>
> *Parents' Guide to Special Education*
> *in the Tacoma Public Schools*

Introduction

An article in the *Tacoma Education News* about education for handicapped children in the Tacoma School District described the following episode.

At Henry Foss High School there are a few steps that bring wheelchair students to a quick stop. That happened to a young man the other day while some visitors watched the scene from a distance. A student who was reading inside the resource center glanced through the door. He saw the problem. He got up from his table, went outside, pulled the wheelchair up the steps, went back to his

> book. No one said a word. No one looked to see who was watching. It was no big deal (January 1977, p. 8).

This vignette tells the story, in a sense, of progressive inclusion, the mainstreaming or integration of handicapped students into the regular school program in Tacoma. After 20 years of implementation, progressive inclusion in Tacoma has become "no big deal."

One of the few school systems in the country whose general information package for parents includes instructions on what to do in the event of volcanic eruptions, the Tacoma school system had an enrollment of more than 27,000 students. The school district, the largest of 15 school districts in Pierce County, had 42 elementary schools, 10 junior high schools, 5 senior high schools, a vocational-technical institute, and 4 special learning centers located in juvenile detention facilities. The city, located on the southern end of Puget Sound, with Mt. Rainier in the background, is an active area for shipping and the wood production industry. In addition, there are several military installations in the area, and military personnel from throughout the country who have handicapped children may request transfer to the Tacoma area. Tacoma is the only compassionate transfer point so recognized in the United States. In addition to the special education programs in the public schools, special medical programs and facilities have contributed to this designation.

History

In school year 1958-59, a study group was formed at Tacoma School District to look at the problem of educating exceptional children. The study group produced a document entitled "Design for the Education of Exceptional Children," which was presented to the school board. The report pointed out that the education of exceptional children should be an integral part of the total public education program, and that the program should emphasize the similarities of exceptional children to other children and the importance of the development of self-concept in this regard. The study group recommended the following: "Provision for exceptional children should be made in the public schools. Exceptional children need to live and learn with others; separate facilities make this difficult. Our educational philosophy, psychology and practice are calling for an education together rather than apart."

The school board adopted the recommendation for progressive inclusion and the use of decentralized facilities for handicapped children; it began to make educational decisions oriented toward integration rather than continued segregation of handicapped children. The implementation of the concept has involved a tremendous emphasis on attitude as well as process. The change in attitude began to take shape in very visible ways. Construction of new buildings and remodeling of old ones emphasized the need for barrier-free design and removal of architectural barriers. School principals began to grapple with the many practical problems of progressive inclusion. Recruitment procedures emphasized the philosophy of the school district; new staff coming into the system were made aware of the new policy. All programs were affected by the policy of progressive inclusion. Leadership pressure was exerted continuously, and time became an important ally in bringing about the necessary attitudinal changes, commitment, and support. Over time, teachers and citizens began to take pride in the special education programs and facilities. Building designs won architectural awards, and regular and special education teachers began to use the term "progressive inclusion" routinely in their planning and planning meetings.

Community Support

Since its inception and implementation, progressive inclusion has received widespread community support. In school year 1970–71, the district conducted a survey of community opinion about the Tacoma public schools. In that survey, which occurred about 10 years after the initial implementation of progressive inclusion, 86 percent of the individuals surveyed either "agreed" or "strongly agreed" that the Tacoma public schools should provide special services for meeting the needs of physically, mentally, and emotionally handicapped students. In comparison with 57 other items included in the survey, special services for handicapped students ranked fourth, with a mean rating of 4.12 on a scale of 1 to 5. Among those items ranked as "liked most about the Tacoma public schools," specialists working with handicapped students ranked fifth in terms of highest frequency. In another community survey done in 1976, the response to special education as part of the school programs was also positive; 79.5 percent of the respondents indicated that special education was "of the highest priority/essential" or "very important and should be provided if at all possible." The 1976 program priority survey indicated continued community support for special education in the Tacoma public schools and was interpreted as a continuing endorsement of the progressive inclusion philosophy.

An important source of support for progressive inclusion has been the Tacoma Board of Education Directors. It was this body that adopted the recommendations of the study group in 1959 and that has continued to support implementation. When members have talked about their experience on the school board and the accomplishments they have seen, they have often cited programs for handicapped youngsters. For example, a lawyer who had been on the school board for more than 15 years praised the decisions made to establish programs like those for gifted and handicapped youngsters. Another board member with over 26 years of service and eight terms as president of the board pointed to three areas with special pride—integration, vocational training, and the handicapped program.

Current Programs and Services

Extensive implementation of the progressive inclusion program can be seen in the distribution of special education classes throughout the school system. At the time of the site visit, each of the five high schools had at least two types of special education programs. All 10 junior high schools had at least one type of special education program, and 8 of the 10 had three or more. Among the elementary schools, 35 of the 42 had at least one type of special education class. Decentralized special education services made it possible for most parents of handicapped students to have their children educated in neighborhood schools.

The blind and visually impaired program students were served at two locations, as well as in their home schools with itinerant services. Hearing-impaired students were served at five school locations as well as by itinerant services provided in their home schools. Orthopedic and health-impaired youngsters were served in four schools throughout the district, as well as in their home schools with itinerant services. Students referred to as developmentally handicapped, which included the moderately and severely retarded, were served at 8 school locations throughout the school district; and students served in the adjustment/prevocational program for the mildly mentally retarded were served through programs located in 21 schools located throughout the district. Students identified as behaviorally disordered or disabled were served at 18 school locations. Learning-disabled students were served at 16 locations, and multiply handicapped youngsters were served at 6 school locations throughout the district. Special programs for nonverbal children were located at three schools, and a preschool program for language-impaired youngsters was located at two schools. In addition to special classroom programs and itinerant support services for special groups, an extensive system of 46 resource room programs served 1,200 mildly handicapped students at 35 schools.

The resource room programs were cross-categorical in function and provided various kinds of services to handicapped students and regular classroom teachers. The majority of students served in the resource room programs were learning disabled, behaviorally disabled, or mildly mentally retarded; others were blind, hard of hearing, orthopedically handicapped, or health impaired. The services provided included tutorial assistance, specialized curriculum programs, and consultative itinerant help with regular education teachers. Resource room teachers monitored closely the handicapped students who spend their day in the regular classrooms. Students in the resource room programs spent between 5 and 10 hours per week in the resource rooms.

At the time of the site visit, the Tacoma public school system was providing special education and related services for about 15 percent of its student population. Of a total district enrollment of 28,157 students in school year 1980-81, 3,283 students were in special education classroom programs or therapy, and 923 more were receiving services for communication disorders only. The total of 4,206 students represented 14.9 percent of the school district's student population. An additional 229 students were from other school districts.

The staff serving handicapped children in the school district included supervisory personnel, teachers, communication disorders specialists, hearing therapists, audiologists, psychologists, social workers, physical therapists, occupational therapists, paraprofessionals, and clerical staff, amounting to 467 full-time equivalent positions. The annual operating budget was slightly over $12 million. Specific services included self-contained classroom placement, with or without support services; self-contained classroom placement accompanied by placement in regular education classes; resource room and regular classroom placement; regular classroom placement with support services; home instruction; and, in some instances, placement in nonschool settings.

In addition to the classroom programs, a number of support services were available. These included adaptive physical education; audiological services; child find; staff development; child study or psychological services; services for the health impaired; homebound instruction; language, speech, and hearing services; occupational and physical therapy; a program for deinstitutionalized children; the school social work program; and transportation. Other special school programs included an array of services for adjudicated delinquents, a special diagnostic center for preschool and early elementary age children, prevocational programs, separate workshop training programs, and an alternative high school located on the campus of the community college.

Progressive Inclusion and the Mental Health Perspective

The concept of progressive inclusion is based on a number of basic mental health principles related to the nature of children, the way they learn, and their need for positive peer interactions. Further, the concept emphasizes communication, coordination, and acceptance—not only among children and youth but also among teachers and administrators and other school personnel.

From the child's perspective, the concept of progressive inclusion holds that learning is basic. Although there are differences in learning styles and variation in student products, each child does learn. Variability is recognized as a symptom of a healthy human being. School systems have the responsibility to respond to this characteristic of children and youth. As the child changes, the task of education is to seek continuous discovery of that child.

From the teacher's perspective, progressive inclusion recognizes reactions ranging from avid acceptance to fear–and thus the need for highly intensified staff development activities. Providing a multiple array of staff development options, progressive inclusion seeks to help teachers move from fear to comfort, from rejection to acceptance, and from hesitation to enthusiasm for working with all children.

Two specific services within the Tacoma public schools helped give progressive inclusion a special mental health orientation. These were psychological services and school social work services.

Psychological Services. Psychological services were referred to in the Tacoma public schools as child study services. They had the responsibility to assess and reassess students for handicapping or suspected handicapping conditions. Twenty-seven psychologists were employed by the Tacoma public school system to carry out this program. Psychologists were assigned to each of the schools for a designated number of days per week.

The work of the psychologists in the school system was exclusively related to assessment of handicapped and suspected handicapped students. Funding for their positions necessitated this exclusive assignment. In working with handicapped students, the psychologists had a unique role. They provided an objective person who could have a positive relationship with the parents and the building staff. In this capacity, they provided support to classroom teachers, special education teachers, and parents as well as students as they became involved in special education programming.

School Social Work Services. School social work services have been in the school system in Tacoma since 1947. While the services of the school social work staff were available to all students, in the past 8 years they have been focused on the handicapped student population, behaviorally disabled classrooms, and parental involvement. The social work staff was assigned from one to three schools. They worked with behaviorally disabled students who remained in regular classes with the support of resource room programs, behaviorally disabled students in self-contained classrooms, and students in the adjustment/prevocational and learning-disabled programs. The school social worker's chief responsibility was to work with classroom teachers and with families to ensure consistency across all parties for a strong educational program.

The social work program was oriented toward an education model, the emphasis of the program for the past 5 years. The services provided by social work staff included individual casework, group work, and teaching social skills. They bridged the gap between school and home, made referrals to other community resources, and coordinated with other agencies and organizations. Certain social work staff members had special training in areas of exceptionality such as the hearing-impaired and the physically handicapped.

The social work program provided a key support to the implementation of progressive inclusion. Social workers shared with teachers and others the responsibility for helping children realize their potential for success in learning and social relationships. The social workers and the teachers were involved in fostering growth and maturity in children and had the same goal—well-adjusted children performing satisfactorily in school and having a positive experience in life. In providing social work services in the schools, the social worker functioned as a member of a team that ordinarily included the counselor, psychologist, nurse, and speech therapist, as well as the regular and special education teachers. The social worker initiated and maintained contact with the parents for approval and active participation in the treatment plans.

Behaviorally Disabled Students — A Special Target Group

Social work services were very important in providing emotional support to students and their families as well as to teachers of handicapped students involved in progressive inclusion. The services provided by the social work staff were particularly important, however, with respect to implementing progressive inclusion programs for behaviorally disabled students. The program at Mason Junior High School illustrates the type of cooperation that occurred between the social worker, the teacher, and the behaviorally disabled students in providing comprehensive services for this population, which is mainstreamed with great difficulty. At Mason Junior High School the behaviorally disabled unit was staffed by a special education teacher, a classroom aide, and a school social worker who worked with the program 2 days a week. The classroom served seventh through ninth grade students, typically 12 students at any one time and about 18 students over the course of a school year.

Students in the behaviorally disabled class were mainstreamed for part of their school day. A seventh grade boy was mainstreamed into regular art and physical education classes and received his English, geography, math, and science in the special education classroom. He had been in the program for 3 months, after having been kicked out of a class in the junior high school in which he had been enrolled. Since he had entered the behaviorally disabled classroom, his attitude had changed. He was able to make progress, he felt, because he received more immediate attention and help when he needed it and was able to meet with his social worker and discuss problems such as temper control and developing a more positive attitude toward school. An eighth grade girl who had been placed in the program because of extreme truancy problems and learning difficulties had been in the classroom since the middle of the year, having transferred from another junior high school. She was doing well academically and was maintaining a good record of attendance. She had made sufficient progress to be considered ready for mainstreaming about 50 percent of the time in the next school year.

The social worker worked with the mental health center, the child guidance clinic, juvenile court, and other agencies with which the students and their families were involved. The social worker also reinforced the involvement and support of the parents, using handwritten notes and phone calls to maintain communication. She had instituted a parent education group and reported this program had helped parents move beyond the negative self-talk in which they typically engaged. She instructed students in social skills and provided group counseling for support.

In the progressive inclusion model, the social work program provided a key link between the home and school, maintaining trust and ensuring communication where fragile relationships often exist. This support system for mainstreaming was an inschool mental health program that reflected an ecological or systems perspective. Maintaining communication between the student, the home, the school, and the community and getting each of these elements to support the others is a challenging task. The unique role of the social worker in progressive inclusion emphasized the whole system and the total lifespace of the child.

Activities Illustrative of the Positive Mental Health Emphasis

Activities between students, between teachers and students, and between teachers in the implementation of progressive inclusion illustrated the positive mental health emphasis of this program.

Students at North Tacoma High School took an elective course on sign language that enabled them to communicate with their deaf classmates. Cooks in the school cafeteria learned sign language so they could communicate with deaf students in the serving line. One student learned to sign so well that he became an interpreter for the junior varsity basketball coach, who had a hearing-impaired student on the team. One teacher of the hearing impaired noted that "hearing students have learned to communicate in the language that the deaf at our school can understand, and many friendships have developed."

Special education programs for multihandicapped students were located in regular public school buildings. Handicaps included various combinations of severe retardation, cerebral palsy, quadriplegia, deafness, and blindness. The mainstreaming program implemented for these students was referred to as "reverse inclusion." Nonhandicapped students came into the multihandicapped classrooms and worked for school credit as volunteer assistants. At one junior high school, students in an art class decorated the classroom with a mural, to the delight of the children.

At Lincoln High School, a developmental class for moderately and severely mentally retarded students was initiated. There were many parental concerns. For example, would this new program be as good as the program students had been in previously? What about the quality of the teachers and the quality of the program? Would students be accepted in the new school situation? Would the principal provide support for the program? Would the emphasis be on academics or vocations, and how would these be mixed together? Recognizing that there were a number of parent concerns, staff conducted a series of parent meetings prior to the program's move and during the school year. Some of these meetings were held in the parents' homes. As initial concerns were addressed, the parent group began to focus more on issues such as group home placement, guardianship placement, supplemental security income, and so forth.

The program at Lincoln used student assistants who received course credit for their participation. These assistants provided an informal information network about the new program in the high school and helped to spread factual information about the students in the program through the student body. At the spring assembly, the special class members were recognized by the other students for the special adjustment they had made. Many students noted that pupil acceptance helped encourage teacher acceptance.

Seward Elementary School is one of several elementary schools whose barrier-free design won a special architectural award. It was built in 1962 and was specifically designed for implementation of the inclusion model. The special education program provided one of its teaching positions to the general education faculty, thus reducing the teacher-student ratio by three students for the 1980-81 academic year. This visible gesture gave formal recognition to what regular education faculty had been doing and proved a successful strategy for mainstreaming. The principal was very supportive of mainstreaming under his leadership, for example, a faculty meeting room for special education teachers was closed to facilitate interaction between special and regular education faculty. Teacher planning sessions for mainstreaming implementation were facilitated by the provision of substitute teachers. A faculty committee on mainstreaming was established to review and develop policies for the school as well as to coordinate inservice training programs.

The principal at Seward supported an active parent group that met monthly, and there was extensive use of parent volunteers in the school. Topics the parent group dealt with in its meetings included developmental disabilities, factors in selecting toys for children, and functions of the brain. The principal reported that parents of nonhandicapped children were very proud of the program for the handicapped, and would often bring relatives or friends to visit.

A combination (grades 3 and 4) classroom teacher who had been at Seward for 12 years involved handicapped students in her classroom program for social as well as academic reasons. She included eight handicapped students for storytime 4 days a week and four students for science 5 days a week. She also had four to eight students come in for different types of fun programs and discussion groups, such as 2-hour activity programs based on *Sprint* magazine. She indicated that the principal's support had increased her acceptance of the program and made her feel more comfortable in participating.

Another teacher took her regular students to the exceptional wing for a 45-minute period on Friday. During this time her students participated in peer tutoring and socialization activities including art, music, and singing. One of the advantages for her students was that they did not have an art class per se, so this gave them an opportunity for an art experience. The parent reaction was very positive, and the teacher said the reverse inclusion had been very beneficial to the regular pupils. The students involved indicated that it was a terrific experience for them. "You learn how it feels to be handicapped," said one.

At Foss Senior High School, a physically handicapped student, who was above average in intelligence and used a communication board was enrolled in a math lab, took English and history, was involved in swimming and therapy, and served on the yearbook staff with the aid of a student assistant. Other students in the Foss program participated totally independently in the regular education program, with the exception of meetings with the special education teacher and the special requests they had. Foss Senior High School is another building that won an architectural award for its barrier-free design.

The team leader of the special education program at Foss Senior High noted that the regular students accepted the handicapped students because the handicapped had always been involved with the regular educational programs. The regular students had begun to learn about handicapping conditions when they were in elementary school!

Foss is a continuous progress high school, which means that students may complete more than one credit per semester in their courses. This type of arrangement places more responsibility on the student to map out and complete the high school program. An adviser-advisee program was used to help students plan and carry out programs of study for their 3 high school years. Consistent with this philosophy, the special education faculty put much emphasis on developing responsibility among the special education students.

Mainstreaming was part of each hearing-impaired student's educational program at Jason Lee Junior High School. Courses for mainstreaming were selected carefully, and an interpreter went into the regular classroom with the hearing-impaired students. Students were mainstreamed in nonacademic subjects, such as shop, physical education, art, and sports. In academic areas, coteaching arrangements were used for integrating students into such areas as science, photography, marine biology, and home economics. The hearing-impaired students reported very good feelings about their participation in the regular program and felt it had been helpful to their self-concept. For example, one hearing-impaired student was president of the Pep Club; another was president of the seventh grade class. Eight hearing-impaired boys were on the wrestling team. Throughout the school about 350 students had learned to use some sign language.

Two Tacoma public school programs had specific involvement with the Community Mental Health Center and Child Guidance Clinic. The Pre-School Day Treatment Program for Emotionally/Behaviorally Disturbed Students is the result of a combined effort by the Tacoma public schools and the Child Study and Guidance Clinic. The program served 23 children who qualified for special education services. The Gray Learning Center program served about 30 behaviorally disabled students at the junior high school level.

Responding to the Needs of Parents

The Pupil Personnel Services Advisory Council was composed of 35 representatives from the community and school system. The council was formed to review policies, programs, and procedures; to advise and make recommendations concerning policy matters; and to coordinate improved communication. The membership included parents, school personnel, and representatives from community agencies and organizations—all of whose primary interest was students served by pupil personnel services. Parent representation on the council was extensive, and parents of children with all handicapping conditions were included. Parents had opportunities to get clarification and information on a variety of services, to review policy and procedural options, and to make recommendations on issues under consideration. "WOW" awards were given periodically to recognize parents, school personnel, or community members who had made significant contributions to the education of handicapped children.

The council was an active, effective advocacy group promoting the financial support of the special education programs. Through the interactions of the council, parents developed real confidence in the special education program administration. Open discussion and communication about programs was helpful in this regard. The pupil personnel services program invited and encouraged parent participation and involvement. As a result, parents expressed much support for the program.

The advisory council conducted parent education programs—e.g., to inform parents of their rights in the educational process and to increase their involvement in their children's education. The council sponsored a tour of the special education programs by a group of state legislators. This provided an opportunity for lawmakers to observe exemplary practices, visit successful programs, and hear of program needs and parent concerns.

Pupil services were regarded very highly by the parents on the advisory council. One key reason for this seemed to be the responsiveness of the program to expressed parental concerns and needs. The following excerpt from a letter written by a parent to the schools is illustrative (*Teacher Education News*, Summer 1979, p. 13):

> Jim started kindergarten this year. God, what a disaster. He cried every single day that he had to go to school. Finally, after a few months of this I could not take any more. I called the school and told Mrs. Poole, the school secretary, that I was going to take my son out of school. I explained what was happening. Mrs. Poole said she would call back in a bit. She did call and had arranged a meeting between the school psychologist, the social worker and myself.
>
> After talking over the problem together we decided to give it another try. Since this time all of these people, the school nurse, the psychologist, teacher and social worker have been working.
>
> What can I say? My son is still in school and enjoying it very much; I am becoming a better mother as well as a person; my husband is becoming a better father and a better person. In general my family has improved as a result of being in the Tacoma Public School District and being helped by the people in the schools themselves.
>
> What can I say? I can say thank you Tacoma Public Schools.

The Tacoma public schools participated in a regional home-based program for parents. The program trained parents in specific skills to work directly with their own handicapped children. Another program, called the "Bug-in-the-Ear" program, helped parents develop positive relationships with their youngsters. In this program, staff directed instructions to parents using a wireless hearing aid speaker, as the parents played with and instructed their children.

Responding to the Needs of Teachers

Staff development activities were important in implementing progressive inclusion. Such activities have taken many forms.

Some school buildings, such as Seward Elementary School, developed mainstreaming inclusion committees to survey faculty needs and establish inservice training programs. Ministaff development activities have often been conducted on a building-by-building basis. Program managers for the different exceptionality areas have conducted staff development activities. One particular TV program, 'Feeling Free,' was used to improve attitudes of students and teachers toward the progressive inclusion of handicapped students. Every elementary school in the district participated.

Past staff development workshops signified both the comprehensiveness and the depth of the training to improve special education and regular education teachers' skills in working with handicapped students. These workshops included, for example, "Child Find," the early identification of children with special needs; "Carkhuff's Human Skills Training"; "Art Therapy for Children With Behavioral Disabilities"; "P.L. 94-142 and Its Success in Regular Education"; "The Learning Disabled Students in the Mainstream"; "Social Survival Skills and the Educationally Handicapped"; "The Behaviorally Disabled Child in the Mainstream"; "Plain Talk," a series of six workshops for parents of handicapped children; "Stress in the Family and the Role of the Counselor"; "Affective Intervention With Families"; "Behavior Management"; "Integrating the Physically Handicapped Child in the Mainstream"; "Parents as Partners and Not Adversaries"; "Legal Issues and the School Administrator"; "Barrier-Free Schools"; "Progressive Inclusion for

Handicapped Preschool Children"; and "Special and Regular Education Responding Together."

Special staff development activities included the microcollege, a program whereby school personnel could receive professional credit for courses, which also lead to salary increments. For 3 years, The University Council for Educational Administration held a workshop for special and general education involving administrators and teachers. This workshop was important because progressive inclusion and staff development activities were conducted on a building-by-building basis.

Factors Contributing to Success

When reviewing a program like progressive inclusion, there appear to be many critical factors leading to its success. In conversations with the assistant superintendent for pupil personnel services and the administrative assistant for special education programs, a number of key factors that related directly to the success of the progressive inclusion program emerged. These are briefly discussed next.

1. A major factor, of course, was the adoption of the decentralization of special education services and the progressive inclusion philosophy by the school district's board of directors and their continuing commitment to this policy. This policy adoption led to a number of other decisions that helped develop the momentum for progressive inclusion. Also, the school district has been ready and able to use State special education funds that became available in the late 1960s and early 1970s. This was at a time when such funds were not being used throughout the State. As a result, Tacoma has developed more special education services and programs than any other school district in the State of Washington, including Seattle.

2. The role of the social work services in the school system has been a key to providing the mental health perspective to mainstreaming implementation in the Tacoma public schools. Social work services served as a catalytic agent, bringing parents and teachers together, an important aspect of successful mainstreaming.

3. Progressive inclusion has been implemented on a building-by-building basis, with much depending on the school principal as the key administrator. An informal elementary principals' group was started in the mid-1960s and has continued to meet monthly. All elementary school principals who, at one time or another, have had major programs for the handicapped in their buildings participate in this group. The meetings were designed primarily to provide an opportunity to discuss issues on a practical level. Through the group, principals had the opportunity to hash out the practical problems of progressive inclusion implementation. Attitudes changed, and support for the implementation of progressive inclusion grew out of this special group's experience.

4. The Pupil Personnel Services Advisory Council, which included parents representing all the various exceptionalities, provided a mechanism for communication between the administration and each parent organization.

5. In the resource room program, students spent no more than 2 hours, but not less than 1/2 hour

in order to qualify for special education services and funding. This program was one of the key vehicles for implementing progressive inclusion. In this program, the students received the special education services they need while maximizing their involvement in the mainstream of educational programs.

6. The extent to which the community has supported progressive inclusion and the special education programs in the Tacoma public schools was evident by the successful passage of bond issues involving construction or remodeling of special education facilities. For example, in 1981, 3 high schools, 2 junior high schools, and 11 elementary schools had planned to complete building modification contracts to bring them into compliance with Section 504 at a cost of $600,000. The architectural emphasis on school building design has been a public symbol of the community's commitment to progressive inclusion. Another indication of the interest of the general community in the progressive inclusion program was that the Junior Women's Club of Tacoma planned to purchase "The Kids on the Block" materials and train volunteers to use them in the elementary schools (see appendix B).

7. In 1979–80 the negotiated contract with the teacher association included extensive staff development time for regular teachers working with handicapped youngsters. The contract also provided that special mental health programs for teachers would be provided anonymously. This was designed to help meet teachers' needs related to stress, overwork, and so forth. Mental health programs were open to any public school teacher who had signed a contract with the school board.

8. A major effort was made to main-tain liaison relationships with school and local newspapers to disseminate information to the general public as well as to parents. All publications of the Tacoma public schools, such as *Parent's Guides, Tacoma Education News, Home and School Working Together*, and *Student Life, Responsibilities and Regulations*, have included information about special education and progressive inclusion.

9. The school system has had a rather extensive involvement in mental health programs. A number of mental health agencies and organizations are located in the Tacoma-Pierce County, Washington, area. Through collaborative agreements with these agencies, the school district established several programs and services that effectively meet identified priority needs of students and their families.

Implications for Replication

Dr. Henry Bertness, director of pupil personnel services, identified several criteria related to successful replication of the system of progressive inclusion. First, the system (beliefs and practices) of progressive inclusion must be adopted by the school board. Second, all policy statements should have a clear focus placed on learning. Third, recruitment practices should represent a good fit between the philosophy of the school system and the candidates being recruited. Fourth, there must be a commitment to staff development.

Fifth, all facilities must be available to handicapped children; the needs of handicapped children must be accommodated in new construction and remodeling. Sixth, there must be individual staffing of the students who need differentiated programs. This process of individual program review of student progress will eventually involve all staff members in a school building. Through this process everyone learns and gains improved understanding of and skill in working with all children.

All administrators should send to personnel a clear, uniform, and positive message about the implementation of progressive inclusion. Essentially, a positive message is one that indicates a solution exists for every problem. Administrators must demonstrate and believe in a team attitude that recognizes that "together we might succeed, but individually we fall far short of what we might do." Administrator expectations should be sprinkled with a generous dose of realism. Finally, administrators must deeply respect the importance of time. Change occurs over time, not overnight. But time must be seen as an ally that can be used to plan wisely and to reflect on achievements.

Uncertain Future

Despite the tremendous growth of the progressive inclusion model in the past 20 years, problems persisted and concerns about where special education and progressive inclusion were going were abundant at the time of the site visit. The State of Washington had initiated a move to a program emphasizing basic education and to a system of full-state funding that would place school systems like the Tacoma public schools in a precarious position. In effect, school systems that were more progressive and had developed highly sophisticated service arrangements were likely to suffer. The full-state funding program fund the minimal level of services rather than the maximum level of services. Dr. Bertness viewed the situation as retrenchment in the area of special education, a backlash that was going to have implications for continuing special education programs.

Another potentially damaging funding decision was block grant funding that would lump behaviorally disabled, learning-disabled, and speech- and language-impaired students with gifted, bilingual, and disadvantaged students. It was unlikely that handicapped children would be able to continue to receive the same level of funding under the block grant arrangement as they had under the categorical arrangement.

Tacoma's better-than-average staffing pattern, developed over time, would be vulnerable to resulting budget cuts. The most likely areas to be hit initially would be the support services functions, such as psychological services and school social work services. These were the services that the Tacoma public school system has come to realize were essential if the concept of progressive inclusion is to be implemented satisfactorily. How these issues would be resolved and what the impact will be for future programs remained in doubt. Despite the funding cutbacks and changes in funding formulas, Dr. Bertness continued to be optimistic.

Montgomery County, Maryland: An Emphasis on Inservice

> We try to offer a few rocks so that teachers won't have to walk on water to do what is expected of them.
>
> *Stan Fagen, Supervisor for In-Service Training,*
> *Office of Special and Alternative Education,*
> *Montgomery County Public Schools, Maryland*

The Challenge of Perceived Discrepancy

Located north-northwest of, and adjacent to, the District of Columbia, Montgomery County, Maryland, is a large and diverse area. Within the county are located some of the most affluent suburban areas in the country as well as rural farmlands. The school system is large and predominantly suburban. It is considered one of the wealthiest in the country, according to per capita income and other economic indicators. At the time of the site visit, the annual school budget was in excess of $330 million. The population served by the school system was mixed culturally, socially, and racially. The school system employed more than 6,000 instructional and educational support personnel and operates 162 regular elementary, middle, junior high, and senior high schools, plus several special program schools. More than 10,500 of the school system's 98,000 students were identified and served as handicapped. Table 1 shows the distribution of students served by level of service and program area and indicates the extent of mainstreaming within the school system.

One of the biggest threats to the mental health of teachers involved in mainstreaming is the perceived discrepancy between aspirations and real limitations--that is, between the ambitions and beliefs embodied in legal mandates and the resources needed to fulfill those ambitions. The Montgomery County public schools (MCPS), like other school systems across the country, had experienced budget curtailments and staffing decreases. Efforts were to conserve and to maintain, given annual budget projections. Thus, a major objective of inservice training was to help teachers see how what needs to be done and what can be done can be brought closer together.

The Inservice Training Program

The quality of inservice training activities for teachers in Montgomery County made these activities a truly powerful mental health support for teachers and staff. The approach taken by the inservice training staff emphasized empathy for persons concerned about the complex practice of mainstreaming and its many implications. To illustrate, one training strategy used very early in inservice exercises sought to legitimize the pros and cons of mainstreaming. Teachers were allowed to ventilate their feelings and spend time role-playing so that they began to look at mainstreaming from different perspectives--those of parents of nonhandicapped students, parents of handicapped students, handicapped and nonhandicapped students, principals, regular and special education teachers, and so on. Teachers thus recognized both the advantages and the disadvantages of mainstreaming, providing self-acceptance in the face of an exceedingly demanding job.

A key guiding principle was to let people know they are doing well in the face of difficulties and that there is

Table 1. Number of handicapped students by level of service and program area—Montgomery County public schools

<table>
<tr><th rowspan="2">Special education program area</th><th colspan="6">Level of service</th></tr>
<tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr>
<tr><td>Alternative centers</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Alternative centers for moderately, severely, and profoundly retarded and multiply handicapped</td><td></td><td></td><td></td><td></td><td>529</td><td></td></tr>
<tr><td>Secondary learning centers (learning disabled)</td><td></td><td></td><td></td><td></td><td>320</td><td></td></tr>
<tr><td>Elementary learning centers (multihandicapped)</td><td></td><td></td><td></td><td></td><td>218</td><td></td></tr>
<tr><td>Mark Twain Center (emotionally impaired)</td><td></td><td></td><td></td><td></td><td>425</td><td></td></tr>
<tr><td>Bridge School (emotionally impaired)</td><td></td><td></td><td></td><td></td><td>40</td><td></td></tr>
<tr><td>Regional Institute for Children and Adolescents</td><td></td><td></td><td></td><td></td><td>50</td><td>56</td></tr>
<tr><td>Early Childhood Handicapped Children's Program</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Auditory programs</td><td colspan="2">125</td><td>28</td><td></td><td>79</td><td></td></tr>
<tr><td>Speech and language programs</td><td></td><td>3,600</td><td>99</td><td>104</td><td></td><td></td></tr>
<tr><td>Vision programs</td><td></td><td>170</td><td></td><td></td><td>39</td><td></td></tr>
<tr><td>Physically handicapped programs</td><td></td><td></td><td></td><td></td><td>100</td><td></td></tr>
<tr><td>School-based special education programs (elementary and secondary resource rooms and special classes for emotionally impaired, learning-disabled, and mentally retarded students)</td><td colspan="3">5,095</td><td>1,995</td><td></td><td></td></tr>
</table>

NOTE: The six levels of educational services are as follows:

1. Regular classroom, consultant services
2. Special services up to 1 hour/day
3. Special services up to 3 hours/day
4. Full-time special class, regular school
5. Special center, facility, or building wing
6. Residential program.

help available. A potential danger in inservice training is that special education staff will approach regular teachers as experts ready to help them, thus emphasizing the inabilities of regular teachers making mainstreaming look like an impossibility. On the contrary, there must be respect for teachers' competence and an assumption that teachers care about students. The inservice trainers in the Montgomery County program respected teachers' basic adequacies and involved teachers in thinking through problems and sharing challenges, while emphasizing respect for their ability to help.

Responding to the mental health needs of teachers, including both regular education and special education teachers, was one of the major emphases of the Office of Special and Alternative Education's Inservice Training Unit. The comprehensive system for providing inservice training that was developed included: (a) a highly organized central office unit; (b) area-based consulting teacher specialists for mainstreaming; and (c) school inservice coordinators for mainstreaming (SICM) (see figure 1).

The inservice training unit managed the inservice training support system, which included, in addition to personnel, an inservice educational center and three area inservice labs that maintain course materials, inservice training materials, and other resources for inservice activities. The school system was divided into three areas for administrative purposes, and area inservice labs for mainstreaming were located in designated schools within each area.

The area-based consulting teacher specialists for mainstreaming provided training and support to the SICMs and worked in close cooperation with school principals in identifying staff to serve as SICMs. The teacher specialists also helped the SICMs develop inservice plans to support school mainstreaming objectives and provided ongoing assistance to coordinators and school inservice committees in assessing, planning, and carrying out inservice programs within the schools.

The comprehensiveness of this system was reflected in the large number of schools that had SICMs and inservice committees: 119 of the 169 schools (70 percent). The school coordinator worked closely with the school principal; generally chaired the school's inservice committee; and assumed responsibility for planning, implementing, and evaluating school-based inservice for mainstreaming programs and activities. This person also participated in inservice coordinators' meetings, which were held at least once per semester on an areawide basis for information sharing and training. The SICM role was vital to the effectiveness of the inservice training program, so the individual selected generally must be highly recommended by the principal and respected by the school faculty; he or she must have demonstrated leadership for inservice training abilities and be a tenured member of the staff with at least a 1-year future commitment to the school. It was desirable, although not required, that the person also have at least a year of past service to the school and some successful experience in mainstreaming handicapped children.

Types of Inservice Training. Through this organizational arrangement, a variety of types of special education inservice training were made available to teachers and staff. A high degree of flexibility existed for teachers to receive further training, either within their current work assignments or outside those assignments. The options included (a) consultations; (b) inschool and interschool workshops or informal study labs; (c) formal inschool courses, seminars, or individual study; (d) area and county workshops or special State and local workshops; (e) short-term intensive training; (f) Montgomery County Public Schools' Special Educa-

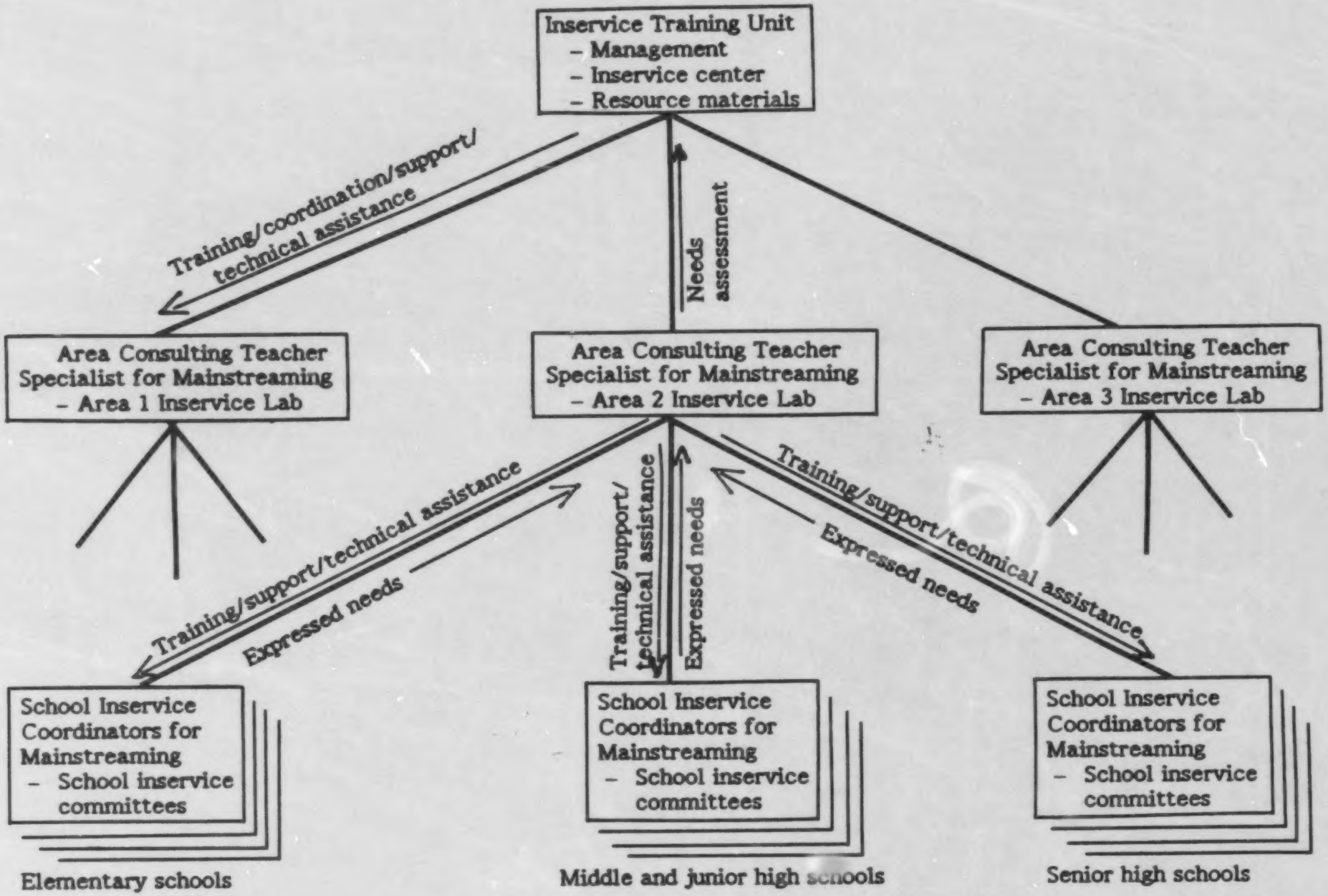
Inservice Training Unit
– Management
– Inservice center
– Resource materials
Training/coordination/support/technical assistance
Needs assessment
Area Consulting Teacher Specialist for Mainstreaming – Area 1 Inservice Lab
Area Consulting Teacher Specialist for Mainstreaming – Area 2 Inservice Lab
Area Consulting Teacher Specialist for Mainstreaming – Area 3 Inservice Lab
Training/support/technical assistance
Expressed needs
Training/support/technical assistance
Expressed needs
Training/support/technical assistance
Expressed needs
School Inservice Coordinators for Mainstreaming – School inservice committees
School Inservice Coordinators for Mainstreaming – School inservice committees
School Inservice Coordinators for Mainstreaming – School inservice committees
Elementary schools
Middle and junior high schools
Senior high schools

Figure 1. Structure of the inservice training program

tion competency courses; (g) university or private courses or institutes; and (h) long-term intensive training requiring academic leave.

Supplementary education inservice courses, formally developed by the Office of Special and Alternative Education and directly related to mainstreaming implementation, included such courses as "Teaching Children with Special Needs," "Mainstreaming and Individualized Education Programs," "Issues in Mainstreaming Seminar," "Mainstreaming Students with Visual, Auditory, Speech/Language, and Physical Handicaps," and "Individualized Study in Mainstreaming."

Inservice training staff also provided workshops to meet the needs of a particular school, a group of schools, or a specific group of personnel, such as total faculty, resource room teachers, or aides. The 130 workshops conducted during school year 1980-81 included "Administrators' and Supervisors' Conference on Enhancing Local School Mainstreaming," "Understanding Children with Learning Disabilities," and "Building Helpful Behavior Among Children."

Another type of available inservice training involved an intensive practicum and coursework in the teacher internship program. Through this program, special education teachers gained experience in regular classroom settings, and regular classroom teachers gained experience in special education environments. For example, a third grade teacher might have worked at a special learning center; an industrial arts teacher at a senior high school might have worked at a special center for emotionally disturbed students.

A newly developed dimension of the Montgomery County inservice training program was the use of demonstration training classrooms. Through this approach, teachers had the opportunity to visit peers with strong programs representing different levels of service to handicapped students. Demonstration training classrooms included regular classrooms with successful mainstreaming practices. Using local personnel and classrooms was one way of pointing out the system's strengths and emphasizing that regular education and special education teachers had abilities that can be shared. The demonstration classrooms had been selected from nominations made by supervisors, staff, and principals.

A special focus area for inservice training was the volunteer training program for children with special needs. In conjunction with the coordinator of volunteer services in the Office of the Deputy Superintendent, the inservice training unit had developed and conducted training sessions for volunteers who worked in the schools with children having special needs. The volunteers trained through this program provided additional support to regular and special education teachers involved in mainstreaming.

The inservice training program is coordinated with PTA special needs chairpersons. This coordination had been facilitated by open houses at area inservice labs for mainstreaming, joint meetings, presentations with area office leadership staff, and orientation for SICMs. The latter orientations had included panel presentations on understanding parental concerns and resources. Through this coordination, parents had participated in local school workshops as participants and presenters, and coordinators had done the same at PTA and other meetings parents attended.

The monitoring and evaluation team of the Special Education Division of the Maryland State Department of Education commended the Montgomery County public school system for the leadership role it had taken in the development and implementation of personnel development programs. Specifically cited in this commendation were the teacher internship program, the inservice trainer development program, the inservice labels for mainstreaming, the inservice courses, and the intensive summer workshops for special education teachers and SICMs.

School Inservice Coordinators for Mainstreaming. SICMs operating at the building level were major keys to the success of mainstreaming. In planning and implementing school-based inservice programs, coordinators were involved in assessing staff inservice needs and interests, arranging for appropriate inservice trainers and consultants, preparing and disseminating information about school inservice programs and opportunities, and assisting in the design and instruction of planned inservice programs.

The types of specific strategies and activities in which coordinators became involved to support mainstreaming were wide ranging. A list of examples illustrated the variety of approaches used and various aspects of the position that had been most helpful.

- One coordinator has used "Walk in Another Pair of Shoes," an audiocassette/filmstrip about learning disabilities, and "The Kids on the Block" to increase understanding and acceptance of handicapped students among their peers.
- Mainstreaming aides were used to substitute for regular class teachers, freeing them to attend IEP meetings and parent conferences.
- Lack of awareness about learning disabilities, a major obstacle to mainstreaming with high school teachers, was addressed by use of the series of simulation exercises contained in the "What If You Couldn't?" curriculum.
- One coordinator helped sensitize parents of nonhandicapped students to the emotional needs of handicapped children through a PTA presentation involving the special education teacher and the parent of a handicapped child.
- One coordinator facilitated a seminar on human relations and used the film "Cipher in the Snow."
- At one school, behavior adjustment teams were set up as a followup to an inservice course on behavior management.
- In some junior and senior high schools, a communications course on sign language had been included in the curriculum; through this, a peer tutoring/signing program had been implemented.
- One coordinator conducted workshops on teacher stress and conflict resolution and had been involved in teaching a combined special education and regular third grade class in art and social studies.
- One coordinator conducted inservice training using peer acceptance and emotional growth programs such as "Hello, Everybody" and "For Handicapped Kids About Handicapped Kids."
- In one school, special education and regular students were involved in a teacher advisory program. They also participated in all camping and field trips together.
- At a junior high school, the principal developed a packet on mainstreaming and presented this to other junior high schools in the system.
- At a secondary school, inservice sessions had been held on the needs of, characteristics of, and programs for hearing-impaired students.

- A learning disabilities teacher at the high school level had implemented a learning facilitator model in conjunction with team teaching in math, English, and science.

- In a school that used cued speech with the hearing impaired, a Cued Speech Club had been established; classroom teachers had set up cued speech centers in their classrooms.

Individual teachers served as coordinators (SICMs) for a nominal supplement to their regular salaries. The role provided them an opportunity to have an impact on their schools and to actualize their interest in pursuing their training experiences. Typically, these teachers were highly motivated and respected by their principals and fellow teachers. Their work was supported by the area consulting teacher specialists for mainstreaming and by the inservice training unit. This support provided access to people, materials, and other helpful resources.

Special Education Inservice Training Unit and Area Teacher Specialists. The nucleus for inservice training activity was composed of the inservice training unit staff and area-based consulting teacher specialists. This group met weekly to stay abreast of developments in the program, share materials and practices, and provide mutual support. Emphasis was placed on coordinated planning, maintaining a high expectation for competence and cooperation, and an openness and willingness to ask for help when needed. The group was obviously optimistic about the potential for success in mainstreaming.

The consulting teacher specialist for mainstreaming may have responsibility for an area within the Montgomery County public schools that had more than 70 percent of the school districts in the United States. For example, one consulting teacher specialist was responsible for about 40 schools and worked with the SICM for each of these schools.

Within each area, the consulting teacher specialist for mainstreaming, in addition to providing individual support, consultation, and technical assistance, conducted group meetings with SICMs at least once a semester. These meetings allowed for discussion of common concerns and experiences, as well as specific programs and issues at individual schools.

The real mission of the inservice training unit for mainstreaming was to offer skills, knowledge, and emotional support to special and regular education teachers involved in mainstreaming. Dr. Stanley Fagen, supervisor for inservice training, who directed the inservice training unit, succinctly stated that the mission was "to offer a few rocks so that teachers won't have to walk on water to do what is expected of them." The success achieved had been evident in the teachers' ratings of inservice training activities. Evaluation scores for usefulness, value, and effectiveness had consistently averaged between 4.2 and 4.4 on a 5.0 scale.

Special Education Programs and Services

Like the inservice training unit for mainstreaming, special education programs were located in the Office of Special and Alternative Education. Special education programs and services were provided through the Department of Multifacility Programs/ Alternative Centers and the Division of Special Education in the Department of School Based Programs.

The Division of Special Education provided special programs and services for students who had speech, hearing, vision, or physical handicaps through the Division of Speech and Language Programs, Auditory Programs, Vision Programs, and Physically Handicapped

Programs. Their primary mission was to provide appropriate IEPs for students whose needs were more severe and complex than could be met with area resources. The Division of Special Education also had countywide responsibility for planning, developing, and coordinating programs and services for emotionally impaired, learning-disabled, and mentally retarded students. Six levels of service of special education were provided to handicapped students in the school system. As shown in table 1, most mainstreaming occurred in levels 1 through 4 at regular schools.

The mental health needs of students, teachers, and parents were promoted primarily through the work of special education resource teachers who served as consultants. Much of their work involved inclass support, because there was an emphasis on inclass work rather than resource help in levels 1 through 3 at the elementary level.

At the secondary level, the emphasis was placed on cross-categorical classes. It was recognized that mainstreaming is more difficult at the secondary level, especially when it involved curriculum adaptations and the like. Many alternative models existed for resource teacher programs in terms of roles and responsibilities at the secondary level. Special education teachers, for example, may teach different curriculum areas, or they may team-teach with regular classroom teachers.

Staff saw the vocational assessment center as an important mental health support for students because it gave students an opportunity to see their own potentials for work and occupational experiences. Another support program was the Mainstreaming Support Team, which coordinated the reintegration into the school system of students who had been involved in institutional/residential programs.

The real success of mainstreaming was reflected in the impact it has had on students. Some examples of individual student successes follow.

- A lively eighth grader confined to a wheelchair by muscular dystrophy was able to establish neighborhood friendships after attending and being mainstreamed into the junior high school located close to her home, where she participated in her classes just like anybody else.

- Tyrone was a 12-year-old boy with average ability who had been having severe behavior problems in school since third grade. He was enrolled in an inner-city school where many students in the sixth grade had fewer academic skills than he did. The sixth grade teacher worked with Tyrone because she felt it was important for him to be part of the mainstream. She was a very firm teacher, but also took a personal interest in her students. A program of daily monitoring and tutoring helped to bring about improvement in Tyrone's behavior and class participation, and he participated in the school chorus. It was, in his mother's words, the best year Tyrone had had in a long time.

- John, an 18-year-old with cerebral palsy, had limited speech and was totally confined to an electric wheelchair. Fine motor coordination problems made it impossible for him to write. Through support services provided by a special education aide, the use of peer note takers and a tape recorder, and counseling with regular teachers about possible problems, John graduated from high school and enrolled at a local community college.

Implementation in the Schools

In a system as large as that of Montgomery County, variability in the degree and quality of implementation of any educational program initiative, such as mainstreaming, was to be expected. Variance in quality and extent of mainstreaming from school to school may be due to a number of factors. Lack of an SICM, an inadequately skilled or uncommitted SICM, lack of principal leadership and support, and poor attitudes of the teaching faculty and community are examples of factors that can reduce the success of mainstreaming or cause outright failure.

The Montgomery County public school program was selected as an exemplary program primarily because of the quality and comprehensiveness of the system's inservice training program for mainstreaming. In conducting the site visit, project staff were specifically interested in gaining information about the impact of the inservice training program at the building level in schools where mainstreaming was being conducted with success. The schools visited and reported on there, then, should not be considered representative of mainstreaming in Montgomery County. More appropriately, they should be viewed as examples of some "best practice" situations.

Kensington Elementary School. Kensington Elementary School was a small school with a student population of 225 children involved in Headstart programs through grade 5. To accommodate mainstream programming for students, a special schedule that had all students involved in reading at the same time (so that all would move at the same time into their respective reading groups) was worked out with involvement by the principal, the SICM, the faculty, and the area consulting teacher specialist. The schedule allowed teachers to have common planning periods and provided an opportunity for teacher conferences.

Moderately retarded students were mainstreamed in the specialty classes —art, physical education, and music. This program was planned with much involvement from the parents and faculty. Planning and implementation activities included meetings with the PTA Executive Committee, peer acceptance and information programs using the "Kids on the Block" program and books provided by the Montgomery County Association for Retarded Citizens as well as videotapes of the moderately retarded students for faculty orientation, and a speech a mother of one of the moderately retarded children presented to each class in the school.

A team-teaching approach, requiring a great deal of cooperation and flexibility by special education teachers and regular classroom teachers, was used with learning-disabled students to facilitate their integration. Each teacher had combined groups for homeroom and team teaching in social studies, science, and the other nonacademic portions of the day. Teachers used the cooperative learning approach as a strategy to facilitate mainstreaming in the team-teaching situations.

The administrative reorganization and cooperative efforts of the teachers had led to a successful mainstreaming program with many benefits. These benefits included an increased learning rate for learning-disabled children, improved social relationships among peers, greater class participation, development of responsible behavior within the group, development of helping roles among regular students, and peer teaching by both the regular and learning-disabled students. All students had shown improved positive oral expression, carryover of positive behavior and task orientation into other parts of the day, pride in improved report card grades, and increased readiness for the transition to middle school.

A large group of the teachers at Kensington Elementary School were interviewed and asked to identify factors that seemed to contribute to the success of the mainstreaming program. The factors they identified were (a) the size of the school, (b) a willingness to mainstream a student into a lower grade, (c) constant communication with parents, (d) the suppport and competence of the principal, (e) the mainstreaming inservice education courses and personnel, (f) the available planning time with common planning periods, (g) peer tutoring, (h) curriculum adaptation, (i) the cooperative learning approach in team-teaching situations, and (j) the curriculum for individualizing instruction.

Du Fief Elementary School. The Du Fief Elementary School had two teachers who served as co-coordinators for inservice training for mainstreaming. One was a regular fifth grade classroom teacher, and the other was a primary level reading teacher.

In this school, the principal had set the tone for mainstreaming. His humanistic approach to education was evident in the policies and practices he had promoted and established. The principal and other members of the school's mainstreaming committee established a seven-step procedure and a timeframe for mainstreaming. Timely sharing of information was an important step in this key decision-making process. Continuous monitoring of student placement was facilitated by the maintenance of a daily mainstreaming report for each student that included social behavior and academic performance.

Several aspects of the school's operation facilitated mainstreaming: (a) team structure was used in faculty organization, (b) a 2-year curriculum plan allowed for multiage and multigrade grouping, (c) open physical space of the building made student movement between groups easy to accomplish, and (d) faculty had 2 1/2 inservice training days devoted to mainstreaming implementation during the school year.

Specific, individualized preparation was made when a handicapped student was newly mainstreamed into a regular classroom. Specific strategies helped promote a climate of acceptance among the students. For one student, the strategy may have involved use of a filmstrip or film. For another, it may have required setting up a buddy system. Or nothing may have been required for a smooth integration. The general humanistic approach of the principal helped maintain a positive mental health climate in the school as well, which benefited students and faculty. When more specific/intensive mental health intervention services were needed, the school had established liaison with the county public health nurse for mental health counseling and access to psychiatric services and consultation on a special basis, as needed. The principal's practice was to use these mental health resources for meeting faculty as well as student needs.

The leadership and support of the principal were illustrated by his response to a learning-disabled boy who was very disruptive in the regular class when the group was studying geometric shapes. The boy just could not understand the work and became very frustrated. The resource teacher removed the student from the room and had him go to the office for a "cooling-off" period. The principal listened to the boy and sensed his extreme frustration. When the boy regained composure, the principal began teaching him to identify geometric shapes by using various objects in his office. Before long, the student had "caught on" and was on his way back to the regular class to display his new knowledge and skills to the teacher.

Diamond Elementary School. The SICM and the mainstreaming committee had been involved in needs assessment surveys and had been conducting an initial introductory course on mainstreaming. Of the school's 30 faculty members, 20 were involved, including the principal, and 10 faculty members contracted for individual study projects.

Schedule provisions were made to allow the resource teachers and regular classroom teachers to meet and coordinate their instructional programs. EMR students had been mainsteamed into physical education and into science classes for selected activities such as film programs and lab experiments. For academic mainstreaming, EMR students had been placed with younger students in lower grades when appropriate. Another area of involvement for Diamond Elementary has been with parents. A special program for the PTA on children with special needs was conducted. Although there was a low turnout, the program was well received.

Newport Middle School. The Newport Middle School is a school that had "gotten it together" for mainstreaming implementation. For example, every Friday the staff had breakfast together, a practice that started after a number of complaints from staff that they never got to see each other. The assistant principal coordinated the educational management team meetings and worked closely with the SICM.

One of the things that facilitated mainstreaming at Newport Middle School was extensive team teaching throughout the faculty. Staff had always been very cooperative in the teaming procedures, so it was not a "big deal" for regular teachers to team with special education teachers and begin to take handicapped students into their classrooms. For example, visually impaired and learning-disabled students were involved in an integrated classroom project on silk screening that was team-taught by industrial arts and art teachers.

Communication between special education teachers and regular classroom teachers had been a major focus of attention. Special education teachers made a half-day presentation to the faculty on the feelings and needs of handicapped students; they discussed techniques and strategies for the mainstreamed classroom and included a simulation of various handicapping conditions.

Learning-disabled students were mainstreamed for science and social studies. The special education learning disabilities teacher met with the regular social studies and science teachers to discuss children's needs, classroom adaptations, and so forth. Social studies and science teachers were receptive to mainstreaming learning-disabled students and were able to accommodate students satisfactorily. Curriculum modifications made for handicapped students were often beneficial to other students in the class who were not handicapped. In the social studies classes, there was emphasis on social and life skills; affective educational objectives were incorporated into the students' individual plans as well.

Counselors were another source of support. They worked with students by grade level and included special education students among those they served. Counselors were also available for referral from special education and regular classroom teachers to work with students individually.

Students participated in the Montgomery County public schools' outdoor education program for sixth graders. This provided an opportunity for students to spend 1 week at camp, where there is a special focus on science activities although instruction in other subject areas is also included. The school had worked to include special education students in this activity. For example, the school provided the funds for a special education teacher to go to camp. The special education teacher provided support to the regular teachers and group instruction to regular education students as well as special education students. Because of this, the special education students were able to participate more fully and more comfortably.

Pyle Junior High School. Pyle Junior High School was an academically oriented school. It had the distinction of having its students attain some of the highest achievement scores in the State. At Pyle there were two cross-categorical programs serving learning-disabled, emotionally disturbed, and mildly mentally retarded students.

Instructional aides were used to work with mainstreamed students and accompanied them into the regular education classes. Forms were used to assist with communication between special education and regular education teachers, thus maintaining a constant flow of information on the students. In addition to the instructional aides, parents of nonhandicapped students served as aides and tutors and worked with the handicapped students. The basic thrust of this effort was reading.

Rap groups for students were staffed by alternative program teachers in the school. This program operated in a way similar to a resource room model but served both regular and special education students and dealt with such areas as sexual identity, peer acceptance, and other issues of concern to adolescents.

Inservice training activities included a workshop on handicapped students' experiences and involved simulation exercises. During another workshop session, the parent of a handicapped child talked to the teachers and shared a parent's perspective.

An effective strategy designed to prevent teacher burnout was referred to as the instructional-related activity hour. Each teacher had 1 preparation hour and 1 instructional-related activity hour during each full day. In addition, teachers received 2 half-days of released time yearly to deal with human relations issues.

At Pyle Junior High School the administrative staff had taken responsibility for mainstreaming. For example, the assistant principal chaired the educational management team (EMT) meetings and served as the SICM.

Inschool mental health services were provided by the counseling staff, which supported special education students and worked with the regular and special education teachers. Issues dealt with were related to sexuality, hurt feelings, unrealistic expectations, and so forth. Counselors were also involved in selecting teachers to be involved in mainstreaming.

From the experiences at Pyle Junior High School, several factors were identified that had contributed to the success of mainstreaming. These included (a) preplanning and special training opportunities, (b) the commitment and support of the administration, (c) considering time as an ally, and (d) involving teachers who were leaders in their respective departments.

Bethesda-Chevy Chase High School. The head of the Department of Special Education at Bethesda-Chevy Chase High School served as the SICM. Most inservice training had been provided through one-to-one consultations on individual students or through review of particular materials. Through this process, the special education program developed good working relationships with regular classroom teachers. Procedures for weekly progress reports on students' performance were established. Special education teachers worked with small groups of teachers, particularly in the subject area departmental teams, and especially around lessons and materials. They had worked in regular classes, and with regular students, in addition to handicapped students. It had been important to highlight the regular classroom teachers' competence in this type of arrangement.

When special education began at the high school, it was a new concept and the idea of mainstreaming was even more foreign. It had taken much work with staff to develop an understanding and acceptance of both special education and mainstreaming implementation. The head of the special education department reported that her job at first was mostly public relations, working to get the staff to accept her and her students. A strategy that was helpful in integrating herself, as well as the program, into the school was to get herself involved in regular school activities, such as serving as chaperone for school social functions. The principal had supported her efforts, had articulated the need for mainstreaming, and had communicated this need as an expectation to staff.

The special education department conducted meetings with parent groups and teachers emphasizing such topics as students' learning to handle themselves as persons in the context of their classes. Much work was done with departments to assist teachers in developing techniques that would make them feel comfortable in having handicapped students in their classes. It had been important to give teachers the ability to deal personally with handicapped students. Emphasis had been placed on improving attitudes and awareness through disability simulation activities.

The special education department had held evening classes for parents of handicapped students to provide opportunities for sharing between parents. Special education teachers held classroom groups for parents of withdrawn and acting-out students. There had been programs for parents of regular students as well; for example, mainstreaming was the topic at a general Parent - Teacher - Student Association (PTSA) meeting.

A key part of the program at Bethesda-Chevy Chase High School had been the support for special education students provided by peer-tutoring and peer-counseling programs operated by the counseling staff. The peer-counseling program, for example, had been in operation for several years. It resulted from a recognition that many students turned to one another with their concerns rather than to professionals available in the school. In response to this, guidance coordinators developed and implemented a peer-counseling training curriculum. This training curriculum was based on the communications model of Dr. Thomas Gordon (*Parent Effectiveness Training*, 1975a; *Teacher Effectiveness Training*, 1975b). It also included specific sessions on development of decision-making skills and values clarification.

In addition to the special education programs and services at the school, handicapped students had access to extensive vocational education programs. These included the alternative work oriented curriculum program, in which students spent a half-day in school and a half-day at work. A staff person provided related vocational instruction for counseling. Students were enrolled in a vocational program at one of the Vocational Mini-Centers and received support from the Vocational Services Support (VSS) team. The VSS team worked with handicapped students who were mainstreamed into State-approved vocational programs, and who needed additional assistance to succeed.

Mainstreaming implementation in the six schools just described illustrated the role played by the SICM and the critical support of the building principal. The inservice training unit and the consulting teacher specialists for mainstreaming provide the support, training, and technical assistance that aided implementation at the building level. With that inservice training model, as teachers' needs and concerns were expressed and met, they became better able to meet the needs and concerns of students. As these six examples illustrated, teachers' needs were met in a variety of ways—for example, through inservice training, changing school organization patterns, and utilizing students as resources in mainstreaming. The key point was recognizing teachers as feeling, thinking, and caring persons who needed support to participate in mainstreaming but who had much to offer as well.

Parental Involvement

The inservice training unit began to address parents' needs formally by establishing a Staff-Parent Committee for Cooperative In-Service Training. The committee was established to provide an opportunity for parents representing various advocacy groups (such as the Association for Retarded Citizens (ARC) and the Association for Children with Learning Disabilities (ACLD)) and the Montgomery County Council of Parent-Teacher Associations to be involved in planning inservice programs for mainstreaming.

Through this committee, the inservice training unit had helped to develop mutual support and understanding between staff and parents of different types of handicapped youngsters. Parents had learned through this process that it is important to get to know school personnel and not to be afraid to let them know when they had concerns and needed help. In addition, school personnel looked for creativity among parents and recognized that parents could be a helpful resource to the school; for example, parents could review compliance with Section 504 of the Rehabilitation Amendments. Parents interviewed during the site visit expressed very positive feelings about the inservice training program, for mainstreaming, its director, and staff--emphasizing the spirit of open communication, trust, and willingness to involve each other in identifying and solving problems.

Parent groups had been involved in training other parents in areas of special education and how to work with the school system and in providing emotional support. This had been done by emphasizing one another's strengths rather than trying to go it alone. Such groups had been important in helping parents get a realistic view of the situation for themselves. Parents had been extensively involved with the school system in preparing and disseminating useful information to other parents. Information on sources, whom to call for assistance, and policies and procedures parents need to know in dealing with the school system were examples of such information. The ACLD group was involved in a project to review secondary programs for learning-disabled students and had been very active in providing an information service that responded to questions of parents on various school matters.

The Montgomery County Council of Parent-Teacher Associations had a Special Needs Committee and chairperson on its executive board. The chairperson had helped to raise the consciousness of the PTA board on issues related to programs for the handicapped and mainstreaming. There had been an effort to establish Special Needs Committees within each school's PTA group. Committee members had access to the PTA councils at their schools and were able to provide information through resource teachers to students and to parents of both handicapped and nonhandicapped students through PTA newsletters. Parents had been involved in presenting workshops to PTA groups and awareness activities to students--for example, when they were first mainstreamed.

A specific effort had been made to coordinate, at the level of the individual school building, the activities of the SICM, the School Mainstreaming Committee, and the PTA Special Needs Committee. For example, parents had been involved in inservice training programs for teachers, administrators, and volunteers. They had also participated in orientation sessions at the area inservice labs. The goal of this approach was to promote the development of a parent-based network that works in tandem with staff efforts to implement mainstreaming.

Summary

Mainstreaming in the Montgomery County public schools was greatly facilitated and supported by the Office of Special and Alternative Education's inservice training unit. In describing the unit as a model mental health program for mainstreaming, its organizational structure and activities had been reviewed. Further, examples of impact at the building level had been noted, and the close involvement with parents' groups and organizations had been addressed.

What aspects of this program made it exemplary? To review, the outstanding aspects include

- a humanistic approach toward teachers involved in mainstreaming
- a recognition and concern for the role responsibilities of teachers and principals
- a practical, organizational framework that allowed the program to function in synchrony with ongoing operations of the schools' programs
- the comprehensiveness of coverage, with implementation in approximately 70 percent of the schools in a large suburban district
- a comprehensive and in-depth support system that included support personnel, extensive materials and related resources; and their ready availability
- the extremely positive evaluations given to the training and related activities conducted by the inservice training unit
- extensive collaboration with administrators, teachers, and parents in planning, developing, and implementing programs
- an optimism reflected in the belief that all school personnel, parents, and students were potential resources for effective mainstreaming implementation.

This program had a high potential for replicability. Even though it was a program in a large suburban school district, it could be applied to any size school system. The key ingredients were (a) a coordinating unit, (b) area teacher specialists, (c) school inservice coordinators and committees, and (d) supportive school principals. Inservice education, with particular focus on the mental health concerns and needs of the teacher, could be implemented successfully given these four ingredients. Such inservice education must reflect respect for the classroom teacher's concerns, feelings, needs, and abilities and an optimistic attitude that people can work together and, in doing so, can be successful.

Mainstreaming in Miami: Dade County Style

Mental health is a feeling, an attitude, and it's in this division.
Dr. Wylamerle G. Marshall, Executive Director,
Exceptional Students' Program

Introduction

The Dade County, Florida, public school system provided a variety of special education programming to its handicapped student population, with specific emphasis on mainstreaming. The school system had been involved in special education programs since the 1940s and was serving handicapped students 3 to 21 years of age. The Dade County system is one of the most diverse school systems in the country. It includes a variety of geographical areas, cultural groups, and socioeconomic areas within its boundaries. More than 50 different languages, for example, had been identified. The school system was also one of the largest. It is about 62 miles long, from the southern end to the northern end, and had more than 260 schools and a student population close to a quarter million. It served a handicapped student population in excess of 23,000 students. The total annual operating budget for special education programs was $44 million; $2.7 million represents Federal funds available through P.L. 94-142.

Handicapped students were served by special education staff numbering 1,500 in a school system divided into 4 geographic areas for administrative purposes. A director coordinated educational program activity in each of the four geographical areas. Within each area there were eight placement specialists heading a multidisciplinary staffing team. The school system had access to support services such as speech therapists, clinical social workers, itinerant personnel for sensory handicapped students, and visiting (school social worker) teachers. There were also consulting teachers who maintain liaison between regular classroom and special education classroom teachers.

One of the key program strategies for mainstreaming was through the model of resource room program consulting teachers. There were currently 595 resource classroom programs. The majority were for learning-disabled students, but approximately 15 percent were considered cross-categorical programs.

Legislation, Funding, and Coordination With the Mental Health System

A number of activities had been undertaken to facilitate mainstreaming implementation, which were occurring in Dade County prior to the passage of P.L. 94-142. When special education programs were initially developed in the Dade County school system, an emphasis was made to place exceptional students' education programs in regular school buildings. Every school had at least one class for exceptional childrens' programs. Legislation at State and Federal levels set the framework for implementing a mainstreaming approach for handicapped students. The school district's policies supported this approach as well. One of the latest legislative initiatives related to mainstreaming was the passage of Senate Bill 687. With this legislation, the State established its intent to ensure that Florida elementary and secondary classroom teachers are capable of identifying, assessing, and prescribing instructions for all exceptional children.

Florida maintains a double basic funding formula for handicapped students placed in the mainstream. Under this plan, students identified as full-time exceptional students who spend all or part of their day in regular educational settings generate funds for both regular education and special education. This funding provision has helped to make mainstreaming implementation easy to finance, since it does not penalize special education for "giving a student up," nor does it place a demand on regular education without also providing some resources to help meet the needs of mainstreamed students. The funding provision is congruent with the legislative intent to implement mainstreaming programs.

In addition to legislative and funding

provisions, the school district had entered into a series of cooperative agreements for providing mental health services under P.L. 94–142 with the mental health and human resource systems. For example, the mental health system has a purchase of services agreement with the school system. There was also an interagency council comprised of school personnel, mental health agency personnel, and personnel from other community programs to coordinate the delivery of services, identify gaps in services, and provide new programs where needed. One recently completed council study investigated the need for a residential, clinical program for emotionally handicapped students. A joint budget session was held with all mental health related agencies serving school age children. This review of key budget submission documents of other agencies and programs, while they were still in the proposal stage, facilitates coordination.

Many school personnel served on the mental health board or committees, and many of the staff personnel involved in mental health programs served on school boards and committees. These crossover appointments had helped coordinate school system and mental health program activities and efforts. Public school personnel regularly attended biweekly mental health association meetings to maintain currency with the activities and programs of the mental health association.

Another aspect of mental health and education coordination were coventure agreements to provide programs jointly for children for whom no programs were available. These agreements involved both agencies in cost sharing and program administration. The executive director of programs for exceptional children expressed the feeling that the school system had established a good relationship with the mental health system, to the extent that they were able to agree to disagree about different programs' aspects and directions.

Support Activities for Mainstreaming

The Division of Exceptional Student Education viewed P.L. 94–142 as facilitating what the school system should be doing and has been doing. The only new practices due to P.L. 94–142 had been the specific due process procedures. Many aspects of the Dade County school system's programs illustrated the comprehensive approach to providing support services to facilitate mainstreaming.

The Florida Diagnostic and Learning Resources System–South (FDLRS–S) was a special education support system for special educators and other professionals who worked with exceptional children. Operating through the Dade County Exceptional Student Education Program, FDLRS–S served Dade and Monroe counties. It was one of 18 Florida centers coordinated through the Exceptional Student Program of the Florida State Department of Education. Services provided by FDLRS–S to the Dade County public schools were numerous, and those that directly support mainstreaming programs include (a) inservice training, (b) an instructional materials center, and (c) special projects.

Inservice training related to mainstreaming was provided through workshops and conferences. A 16–hour workshop series on mainstreaming—designed for all school personnel, from superintendents to bus drivers—included both cognitive and affective components. The workshop used structured simulation exercises, program observations by regular and special education teachers, and practical experiences with handicapped individuals. The workshop series stressed experiential activities that helped participants examine their own feelings toward the handicapped, become familiar with some major handicapping conditions, acquaint themselves with the problems many handicapped students faced daily in the classroom, and improved their teaching styles and techniques for serving handicapped students. Participants had worked in teams consisting of both the regular and exceptional student education teachers. The series, which had been adapted for bilingual populations, had been conducted for more than 6,000 teachers and related school personnel and with 45 schools in the Dade County system. Participant evaluations had been 96 percent positive. Other workshop series had included "Stress Management for Teachers" and "Legal Liabilities for Educators." A mainstreaming workshop for administrators was designed to address knowledges and attitudes toward the handicapped and mainstreaming. Entitled "Management and Mainstreaming: A Model for Staff Development," it had been conducted for about one-third of the school system's principals.

Needs assessments were conducted through surveys included in the FDLRS-S newsletter disseminated monthly throughout the school year. Through the surveys, FDLRS-S staff had been able to monitor the impact of their workshops on mainstreaming over time. A recent needs assessment survey indicated mainstreaming was a stress factor for less than 2 percent of the teachers responding to the survey, indicating significant improvement since the mainstreaming workshops were initiated.

The FDLRS-S instructional materials center included diagnostic materials, teacher training and professional materials, and child-use instructional media and materials. These were available for preview and load on a short-term basis.

Special projects sponsored by FDLRS-S had included the Ounce Project, training school faculties in the use of behavior management techniques; Project FASTT, a program promoting home-school cooperation for teachers and parents of trainable mentally retarded students; and Project SAGE, a program of training for special and general education administrators.

Specific activities the school system had supported, either directly or through FDLRS-S, include the following:

- A materials van, called the Ed-U-Van, a rolling library circulating materials throughout the school district, was purchased and put into service. The van traveled within Dade and Monroe counties, from North Miami Beach extending south to the Florida Keys, and was a special project of FDLRS-S.

- The school system had sponsored special conferences for parents on implementation of P.L. 94-142.

- A workshop for teachers on mainstreaming was held using the local educational television station and university personnel from local colleges. Special educators staffed telephones to receive calls and answer questions. Teachers and other school personnel were able to receive credit for their participation in this mainstreaming television workshop.

- Another use of the mass media involved the development of a series of audiocassette tapes on implementation of P.L. 94-142, prepared especially for the Dade County Bar Association. This series was used on a number of radio broadcasts in the school district.

- One area of inservice training focused on discriminatory testing, enhancing psychologists' skills in testing and evaluating special needs students. As a result of this training, psychologists had been more effective in relieving parents' anxieties and concerns related to possible misdiagnosis of children.

- The inservice training program had provided opportunities for teachers to visit programs within the Dade County public school system and to attend professional conferences. The FDLRS-S budget included provisions to pay substitute teachers when these types of inservice alternatives were utilized.

- The Teacher Education Center (TEC) in Dade County worked closely with FDLRS in facilitating inservice training programs within each of the four administrative areas and at individual schools. The purpose of TEC was to meet the needs of teachers as they or administrators see them or as designated by State legislature-mandated programs (i.e., Senate Bill 687) or local school board policy. The center granted credit toward recertification for coursework. TEC had conducted a study on needs in the county regarding mainstreaming, looking at both training content and methods of delivery, and had developed plans to prepare individual modules for use on television that was to address mainstreaming for regular classroom teachers. TEC had provided money for substitute teachers so that regular classroom teachers could attend workshops on mainstreaming.

- The superintendent had established an advisory committee for exceptional student education programs. The advisory committee included representation from community agencies as well as school personnel.

- A number of FDLRS-S inservice training activities had involved simulation and role playing. For example, a staffing meeting for a handicapped child might have psychologists and placement specialists playing the role of parents, enabling them to experience the parents' point of view. The staff learn the importance of using a different level of language in explaining the staffing meeting and the placement process (rather than educational and psychological jargon).

- An organization for learning-disabled students (BOLD, Inc.) presented an award for the student of the year, recognizing the special achievements of a learning-disabled student participating in the regular education program.

- The school system had developed plans to implement a hotline phone-in procedure for parents and special and regular education teachers who had questions, concerns, or needs related to mainstreaming implementation.

- A human relations team, originally established to facilitate the implementation of mandatory desegregation, had become involved in mainstreaming implementation and gifted education programs. Members of the team would be placed within a school for a long period of time (perhaps a year) or might be called in on a short-term basis to provide consultation and technical assistance.

- The inservice training staff had utilized such affective educational programs as "Kids Come in Special Flavors" and "The Kids on the Block" (see appendix B).

- Inservice training programs, as well as new program initiatives in special education, had involved parents at the early inception of an idea to increase their involvement and support. The introduction of a new curriculum on sex education, for example, was closely coordinated with parents of handicapped students.

- Inservice training programs had been offered to paraprofessionals and volunteers, including bus drivers, cafeteria managers and employees, and foster grandparents.

- Another strategy had been to recognize teachers and administrators involved in successful mainstreaming efforts and activities. For example, the local Council for Exceptional Children presented an annual award to the teacher of the year and the administrator of the year for special involvement in mainstreaming implementation. Another award was given for rookie teacher of the year.

The variety of activities that had been and were being implemented in the Dade County public schools indicated a high degree of acceptance of mainstreaming in the school district. This can be attributed, in part, to the original practice that included partial integration of handicapped students into regular schools. Many people see mainstreaming as nothing new, simply a new name for a long established practice in the Dade County public schools. Further, there was a funding incentive for mainstreaming since double basic funding was brought into play when handicapped students were served in both special education and regular education settings.

Mainstream Programs in the Schools

In specific program descriptions that follow, we looked at the implementation of mainstreaming activities in selected schools, including elementary schools, junior high schools, and a vocational-technical education program at the senior high school level. These programs were selected by the Division for Exceptional Student Education and the FDLRS-S staff. They were selected because they represent "best practices" of mainstream implementation in the Dade County public schools. The programs represent schools that had historically housed exceptional student education centers as well as schools that contained a minimum number of exceptional student education units. One of the programs was a specific illustration of a coventure agreement between the mental health and education systems. The programs at the vocational-technical institute illustrated an area of education that appears to meet many of the critical needs of handicapped students who are going to be involved in mainstream society.

Kinloch Park Junior High School. Kinloch Park Junior High School was located in a middle- to lower-middle-class neighborhood with a large percentage of Hispanic people. It was a stable neighborhood setting. All of the special education students, served by four special education teachers, were mainstreamed into art, home economics, and physical education, and as well as into selected academic classes, as part of their regular schoolday. The handicapped students served at Kinloch included educable mentally retarded, learning-disabled, and emotionally disturbed students.

In the past, the school had worked with visually impaired students in the mainstream. At least 90 percent of the faculty of 75 teachers had been involved in mainstreaming to some degree; that is, they had had at least one handicapped student mainstreamed into one of their classes.

Mainstreaming implementation started 2 years ago at Kinloch. Strategies that had been used to facilitate mainstreaming had included working with regular classroom teachers through individual conferences (often informally to deal with questions such as grading and coordination of curriculum objectives), team teaching in content areas, and assigning regular homeroom classes to special education teachers. This latter action had facilitated handicapped students' participation in school club activities and student organizations.

Teachers modified their instructional strategies to accommodate handicapped students, such as allowing students to use different output modes for class presentations. Curriculum adjustments had been made in the development of multilevel programs in English and math, these being available at each grade level. Students were assigned to these levels based on their instructional reading level. Academic progress records indicated that handicapped students in regular classrooms were doing as well as their nonhandicapped peers.

Guidance counselors in the school chaired the child study team meetings and conducted parent groups. Their role was recognized as a critical factor in the success of mainstreaming implementation at Kinloch. There was a special emphasis placed on developing human relation skills in special education classrooms. Project Pride was a special guidance program for junior high students. At Kinloch, it was referred to as "Rap Shack." Guidance counselors conducted this program, which met once weekly and was integrated with handicapped and nonhandicapped students. The Pride Program provided an opportunity for students to deal with issues related to conflict resolution. Integration of handicapped students was an issue that was sometimes dealt with directly in the program.

Another program that helped mainstreaming implementation was the human growth and development program, a systemwide curriculum program in Dade County. This program consists of instruction to develop understanding of the physical, mental, emotional, social, psychological phases of human relations and emphasizes emotional and social growth and development. The eighth grade curriculum, for example, included units on emotional needs: developing self-confidence and personality, emotions and coping mechanisms, problem solving and decision making, and value systems.

Byscayne Gardens Elementary School. With a population of 725 students, this school served as an exceptional student education center in addition to having classroom programs and services for children with high incidence handicapping conditions (such as the learning disabled, educable mentally retarded and emotionally disturbed), it also housed special programs for lower incidence population groups, such as the visually impaired, hearing impaired, physically handicapped, autistic, and more severely handicapped students. The school served about 180 exceptional students and had 18 exceptional student education units and 20 regular education teachers. Other staff included an art teacher, a music teacher, a physical education teacher, an adaptive physical education teacher, two speech therapists, a full-time counselor, 3 bilingual teachers, a librarian, 15 aides, itinerant hearing and vision teachers, 3 half-time occupational therapists, and 4 half-time physical therapists.

The degree of mainstreaming was extensive. The school was located in a multi-cultural area, and community acceptance of mainstreaming had been very good. This can be attributed in part to the long history of the program at Biscayne Gardens Elementary School, since special education programs had been located there for a number of years.

The school had two assistant principals, one of whom was an assistant principal for the regular education program; the other was the assistant principal for the exceptional student program. These two administrators decided to facilitate mainstreaming by sharing role responsibilities. One of the assistant principals had assumed responsibility for regular education programs in grades K through 3, and for the autistic, physical impairment, communication disorders, primary learning disabilities, visually impaired, speech, and adaptive physical education programs. The other assistant principal had assumed responsibility for the regular education programs in grades 4 through 6 and the special education programs for mental retardation, intermediate learning disabilities, communication disorders, occupational and physical therapy, speech, and adaptive physical education. This administrative role sharing and cooperation were keys to the success of the program.

The school used the peer acceptance program "Kids Come in Special Flavors" for presentations in classrooms related to various disabilities. Some of the handicapped students in the school participated in implementing the program.

In conjunction with inservice training activities, the school sponsored a turnaround day in which regular education teachers and special education teachers, as well as some students, switched roles. This proved to be a very successful activity, receiving very high evaluations from the faculty members.

Consultations between regular education and special education teachers occurred frequently and regularly. Special education teachers maintained consultation logs that provided structure for communication and reporting.

The special education aides facilitated mainstreaming by working in regular classrooms not only with the handicapped students but also with nonhandicapped students. The classroom aides provided some feeling of security for the mainstreamed children, and also let the regular classroom teachers know that help with any children in class was available. The aides' time was gradually increased as mainstreaming succeeded and the handicapped students' time in the classrooms increased.

Biscayne Gardens Elementary School used the Human Growth and Development curriculum. This curriculum provided an opportunity for students to focus on understanding self and others.

The school was also involved in the Primary Education Program (PREP), a curriculum for grades K through 3, with three levels of student functioning. One of the three levels was designed for exceptional children. This State-legislated program mandates continuous monitoring of pupil progress during the early school years. The program was designed to identify children with learning needs and ensure that they were adequately addressed. A special aspect of the PREP program, implemented in the Dade County public schools, addressed identification, referral, and mainstreaming procedures for exceptional students.

An extensive volunteer program for tutors and aides used university students and interns as well as community volunteers and parents. There was a special program for volunteers who served as "listeners" and worked individually with children. This was similar to the Primary Mental Health Project begun in Rochester, New York. Another volunteer program utilized Eastern Airlines personnel and established a Boy Scout troop for special education students. The volunteer program was awarded the Golden School House Award, signifying exemplary, extensive volunteer participation in the school. There was extensive use of the peer tutor and buddy system concepts, in which regular students worked with special education students.

Other curricular aspects that facilitated mainstreaming were the individualized programming in math and reading and volunteer programs. The school received support for its mainstreaming inservice training activities through the Teacher Education Center, which provided release time for teachers to participate in inservice training programs. The teachers' union, American Federation of Teachers, provided materials on handicapped children to its members and conducted a program called QUEST, Quality Educational Standards in Teaching, which included conferences and discussions on educational issues, including mainstreaming.

The counselor at Biscayne Gardens Elementary School played a key role in mainstreaming implementation as well. At the beginning of the school year, for example, she showed filmstrips in regular classes and in handicapped classes before integration. She made available books that teachers read to students to help develop understanding and acceptance of children with handicaps. She also held group meetings to discuss teacher concerns about mainstreaming. The counselor worked with five handicapped children on a regular basis in a group education program. She conducted groups for parents of handicapped students and led a group of children of divorced and separated parents that was composed of three learning-disabled students and three regular students.

Biscayne Gardens Elementary School demonstrated a number of successful strategies addressing the mental health concerns and needs of students, educators, and parents. The school used a number of affectively oriented programs and activities to help both handicapped and nonhandicapped students understand, and feel comfortable with, one another. The "Kids Come In Special Flavors" program, peer tutoring, and counseling groups are examples of such efforts. Emphasis was placed on understanding and communication between regular and special education administrators and teachers. Developing role perspectives through role reversal exercises and role sharing proved very helpful for the staff. The involvement of parents as volunteers, classroom aides, and the like helped to develop a strong base of community support for the school's program of integration of its exceptional student population. Further, special services, such as the counseling support group, were available to parents as well.

The Stars and Tops Programs. Coventure agreements between the Dade County Mental Health Board and the Dade County public school system resulted in the development of cooperative programs serving the needs of emotionally handicapped students. Two such programs included STARS (Special Teenage Resource Systems) and TOPS (Teaching Outreach Prevention School).

The STARS program was conducted as a cooperative program betwen the Dade County public schools and the Bertha Abess Children's Center, a private nonprofit day treatment program serving severely emotionally disturbed children. The STARS program had classroom programs in three junior high schools and one senior high school. Students used various resources within the host schools. As youngsters improved, they were mainstreamed into the academic classrooms. The school system provided the students with transportation, the instructional component, and the facility. The mental health center provided consultant diagnostic services, remediation, and community liaison. The clinical social worker and the consulting teacher worked directly with parents. (This program was not visited during the site visit.)

The TOPS program served elementary age emotionally handicapped children in a regular elementary school located in a middle-class, suburban area in the south area of the Dade County school system. The program had two classrooms at the project school: one a diagnostic classroom and the other an engineered classroom. The program used regular teachers in music, art, and physical education from the host school. Individualized instructional objectives were correlated with the Dade County basic curriculum program, and thus facilitated the instructional integration of the students into the regular program. When students progressed to the point where they were ready to return to the regular education program, a specific transition process was followed: the receiving teacher visited the TOPS program; the area placement specialist helped identify appropriate classroom situations for returning students; up to 15 followup sessions and therapy were made available; and information on acedemic work materials was exchanged. The project identified a key contact or liaison person at the receving school who would take personal interest in the student. The staff psychologist and the classroom teacher provided consultation and technical assistance.

Therapy services were available to students and their families on a group or individual basis through a contractual arrangement with Community Mental Health of South Dade. The mental health therapists joined the project school staff in weekly meetings to determine mental health needs and to develop effective strategies for meeting them through individual or group counseling and educational intervention.

The program worked cooperatively with the community mental health center to help provide parent education and support groups. There were three cycles of the parent education and support group during school year 1980-81. The parent group met once per week for 6 weeks, and the participation level was 80 percent. Parents served as members of an advisory board to the project as well. There was followup provided to parents through therapy sessions and counseling to help them deal with the anxiety and concern they generally had about movement of their children from the program back to regular school.

The TOPS program received referrals from 43 schools in the Dade County area. There were four cluster schools in this area serving emotionally handicapped students, and the TOPS program provided therapy to these schools through the mental health center as well as services of educational and mental health consultation. The program had been successful in meeting the needs of emotionally disturbed children and their families through an effective combination of educational and mental health intervention strategies.

Programs such as STARS and TOPS were designed to meet the needs of a group of handicapped students for whom mainstreaming is a real challenge. With emotionally disturbed youngsters, the acceptability of the handicapping condition is low, the condition is "invisible," and the students' behavior may be particularly disturbing to the school environment. Further, the dynamics of the family and feelings of the parents may be quite volatile. For these and other reasons, successfully mainstreaming emotionally handicapped students can be difficult. Generally, it requires having an array of backup and support services as well as a continuum of program options that allow students to move from more restrictive to less restrictive settings as they are able to do so, given necessary support services. The TOPS program provided such support and a continuum of services. The collaboration with the mental health system made available supportive services for the student, his or her teachers, and parents and helped to establish and maintain communication throughout the therapeutic process.

Robert Morgan Vocational-Technical Institute. One of Dade County's successful mainstreaming programs at the secondary level was located at Robert Morgan Vocational-Technical Institute. During school year 1980-81, 123 handicapped students were enrolled in vocational programs ranging from air conditioning and refrigeration to welding and auto mechanics to printing. These students were enrolled in 22 vocational programs offered for 11th and 12th grade students.

Another 64 students were served in a special Individualized Manpower Training System (IMTS) laboratory program for 10th grade students. The IMTS program incorporated evaluation and instruction in basic reading, language, and math skills; training in employability skills; improvement in personal life skills; exposure to all the Robert Morgan Vocational-Technical Institute program areas; and assessment of each student's potential to work.

The staff at Robert Morgan included a teacher coordinator, a special education teacher who directed the IMTS laboratory, a teacher for hearing-impaired students, a vocational counselor, seven teacher assistants and aides, and a secretary. The teacher for hearing-impaired students assessed academic needs and supported students in the vocational classes. This person served as a liaison with vocational teachers, staff members, and parents —both as an interpreter and a teacher. The vocational counselor directed individual and small group activities involving employability skills, life skills, and choice of vocational goals. Teacher assistants and aides supported the exceptional staff, the vocational staff, and students, providing encouragement in helping both mainstreamed and IMTS students with basic education and vocational skills.

For the 123 students mainstreamed into regular vocational programs, flexibility in both course selection and program was essential. An inservice training program was held the summer before starting the program. The administrative support for the program and the good working relationships between the exceptional student staff and vocational instructors were keys to the success of the program. The level and quality of support services were very important as well. The competency-based individualized instruction program helped to facilitate inclusion in the regular vocational classes. The guidance counselor involved with the program provided coordination between the vocational-technical institute, the student's home school, and the student's parents. Students were placed into a vocational program initially for a 1-week trial. This allowed for adjustments to be made where needed. Expectations for student performance in the program were similar to those for the nonhandicapped students. For example, 80 percent of the handicapped students enrolled in vocational programs received regular grading procedures. The program had a number of specific successes, which served to increase its visibility and invited administrative support. For example, one of the hearing-impaired students received a second place award in a competition sponsored by the Vocational Industrial Clubs of America.

Vocational education programs are important in education for the handicapped. The approach taken by the Robert Morgan Vocational-Technical Institute reflected concern for the career maturity needs and self-concept development of its handicapped student population. Specifically, prevocational training and exploratory activities for students and inservice training for teachers aided the program's success. Administrative commitment and support and involvement of the parents and the home schools in vocational planning and preparation for the students were also key program features.

Winston Park Elementary School. Winston Park Elementary School had four exceptional student education units, including one teacher for learning disabilities, two teachers for varying exceptionalities, and one teacher for educable mentally retarded students. The programs utilized a resource room approach to mainstreaming. The administration at Winston Park located the resource classrooms in close physical proximity to the regular education classrooms into which the special education students were mainstreamed. This facilitated informal communication between the special education and the regular education teachers. Approximately 30 of the 37 regular teachers have been involved in mainstreaming implementation. The success of the mainstreaming program can be attributed to a combination of factors: inservice programs conducted by the FDLRS-S staff, planned meetings between regular classroom and special education teachers, and the opportunity for regular and special education teachers to observe and visit each other's programs.

As there was much movement between the regular classrooms and the resource programs, teachers developed a communication and monitoring procedure called the "Passport System." Students carried checklists with them from one classroom to the next, which were completed by the regular and special education teachers. The "passport documents" had areas for teacher comments on social and academic behavior of the students, so that teachers would know if and when problems were arising. This improved communication between teachers and motivation of students.

McMillan Junior High School. This junior high school had a staff of 5 special education teachers and 2 aides, a faculty of approximately 60 teachers, and 4 guidance counselors to help meet the needs of the learning-disabled, emotionally handicapped, educable mentally retarded, physically handicapped, vision-impaired, and hearing-impaired students. A school psychologist was available 2 days a week for counseling.

Implementation of mainstreaming at McMillan reflected a high degree of involvement among the guidance counselors, who worked in close cooperation with the special education teachers and regular education faculty members. The counseling staff, for example, played a key role in facilitating the preparation and entry of a class of physically handicapped students from a school with an exceptional student education center to McMillan Junior High School. This transition demonstrated the important mental health support that guidance counselors can give handicapped students in mainstreaming. It provided a textbook illustration of how attention to the special concerns of teachers, students, and parents is necessary to make mainstreaming successful. A number of specific preparatory steps were undertaken to facilitate the integration of this class into the school. Specific steps included the following:

1. The physically handicapped students were invited to McMillan Junior High School for a visit and orientation. They had lunch at the school; met teachers, counselors, and principals; toured the building; and went into various classes.

2. The school administration conducted a minicourse for seventh and eighth grade students council members on relationships with people and specifically stressed how to relate to physically handicapped students. A nonhandicapped student introduced the program and explained different types of physical impairments and disabilities.

3. The third step involved an orientation and introduction to the faculty, in which one of the student council members partici-

pated, and the counseling staff used the filmstrip program "Walk in Another Pair of Shoes."

4. The parents of the physically impaired students visited and toured the school, and discussed their concerns related to transportation, movement in the school building, and other uncertainties.

5. The counseling staff and the faculty developed a philosophy that emphasized the need for the physically handicapped students to circulate among the student body and assume responsibility for themselves, doing as much as they could on their own.

6. A sixth step in this process was a 1-day workshop for all teachers having physically handicapped students enrolled in their classes. Approximately 20 teachers were involved in this workshop, and substitute teachers were provided to cover their classes. The presentation included medical personnel, physical therapists, occupational therapists, special education teachers, and physically handicapped students.

The well-planned preparation steps for inclusion of the physically handicapped class were very successful. Since the program had been located at McMillan, physically handicapped students had been mainstreamed into the regular education programs.

Floating mainstreaming aides were available to assist in regular classes at all grade levels. For example, in science and social studies, some students needed to work with modified equipment and materials. The regular teachers thus knew they would get support. Regular teachers provided evaluations of students' progress every 2 weeks. There were also student-teacher-parent conferences.

The physically handicapped students involved in the program were pleased about their participation. The students believed that the regular program was harder, however, they felt they were learning more and felt good about it. Special education teachers reported that the students seemed to feel older, more mature, and more sophisticated and had developed satisfactory peer relationships with regular education students. Other aspects of the program included a focus on transition as students moved from full- to part-time special education placement and as they moved from the junior high school to the senior high school.

The counseling program had been designed so that counselors had the same students from the seventh through the ninth grades. This had helped to establish a contact person for parents, and allowed the counselor time to get to know the students well during their years at McMillan Junior High School.

Types of preparation programs similar to those illustrated here for physically handicapped students had been carried out for other handicapped students. The counseling staff at McMillan Junior High School had played an instrumental role in facilitating mainstreaming implementation. The extensive preparation program and continuing support and monitoring have helped to ensure that the mental health needs of parents, students, and teachers were addressed.

Summary: Factors Related to Success

As evidenced by the implementation of mainstreaming in the selected schools reviewed, and the large number of activities conducted on a systemwide basis, the Dade County public schools had exemplary mainstreaming programs and practices. Systems as large and diverse as Dade County are often perceived or falsely understood to be so chaotic and unmanageable that such excellent programs could not occur. This is far from true in the present example and is illustrated as well by other major cities' programs highlighted in appendix A.

Several factors stand out as prime contributors to the Dade County school system's success in effectively meeting the mental health needs of parents, teachers, and students involved in mainstreaming. Some of these factors are external to the system; others are internal.

External factors included State policies, laws, and funding guidelines that facilitate or encourage mainstreaming. Mandatory special education legislation, legal requirements related to teacher preparation and competencies for serving handicapped children, and double basic funding for mainstreamed handicapped children were specific positive influences. Further, State policy regarding interagency agreements and cooperation helped facilitate local cooperation and coordination. All these factors, though external to the local school situation, provided parents, administrators, and staff with a positive framework and structure for their work. This was positive mental health in that it reinforced participants' beliefs, perceived roles, and shared goals and objectives.

Internal factors related to more immediate, local resources and strategies. The Florida Diagnostic and Learning Resources System-South had been an unquestionably valuable resource for mainstreaming implementation. The materials, resources, and staff training capabilities of FDLRS-S were inestimable. It was not just the fact that training resources were available; how they were deployed and used was most important. In providing inservice training, concerted efforts had been made to deal with total school training, involving administrators, special education teachers, and regular classroom teachers together. There had also been an emphasis on experiential activities so that administrators, teachers, and other school personnel would deal with personal needs and concerns related to mainstreaming, not some vague concept or philosophy or a purely legalistic perspective. Through these types of sessions, conducted over a period of time with fellow colleagues, real attitude change takes place; understanding increases, and people start working together.

Another key factor was the cooperation and coordination with other service agencies, especially mental health agencies. Through these agreements, more resources and services had been made available and there was better coordination of services. Mainstreaming required additional resources and better coordination of services and resources. Coventure agreements, such as those Dade County had in place, helped to achieve this. Knowing that additional resources were available and having confidence in their being there when needed were key stress-reducing factors for parents, teachers, and students.

Dade County schools' history of placing exceptional student education programs in regular school buildings had made mainstreaming easier to implement. The Biscayne Gardens Elementary School illustrated this very well. It should be noted, though, that in schools that did not have such units before mainstreaming implementation, progress had been very good. The MacMillan Junior High School program for physically handicapped students and the new Robert Morgan Vocational-Technical Institute's mainstreaming program attest to this.

The leadership of the exceptional student education administration and staff of consultants, the support of teacher and parent groups, and the commitment and active support of school building principals, counselors, and other school personnel were key factors as well. It was the combination of all these elements that has helped to make the programs successful. A comment that is often stated by FDLRS-S staff members illustrates well the tremendous degree of confidence they have in their work: "If we can do it here, you can do it anywhere."

The Yale Child Study Center Project in New Haven: School Power

> The application of social and behavioral science principles to every aspect of the school program will improve the climate of relationships among all involved and will facilitate significant academic and social growth of students.
>
> *Dr. James P. Comer*

Introduction

In 1968, conditions in two New Haven, Connecticut inner-city schools were typical of schools serving low-income minority children. Achievement levels (2 to 3 grades below national norms) were the lowest of all New Haven public schools. Serious behavior problems occurred regularly, and student absenteeism was high. The climate of schools was characterized by frustration or apathy, mistrust, and hopelessness. Conflict, rather than cooperation, was typical of relationships among adminstration, teachers, students, and parents. Turnover among school staff was high. These conditions stimulated the development of an intervention project undertaken by the New Haven public schools and the Yale Child Study Center, and directed by Dr. James P. Comer. The project's main intervention foci were on school operations, human relationships, and the interaction of school climate and human behavior.

The project, which predated P.L. 94-142, was not a mainstreaming project per se. However, its broad focus on improving all interpersonal relationships in the schools had included developments that have allowed for successful mainstreaming. Through a participatory form of school governance, administrators, teachers, and parents gained experience in collaboratively planning, implementing, and evaluating educational change. As school conditions improved, teachers were able to improve their own instructional competence and accommodate a wider range of individual student differences in regular classes. Teachers began to favor indirect or consultative special services over pullout services for children with special needs. Parents became increasingly involved in special education referral, placement, and program development. More recently, the project had developed special mainstreaming activities that had further integrated regular and special education services and trained teachers to use special curriculum materials and methods for children with learning problems.

This program description is organized as follows: The first section presents the history of the project. The second section describes the intervention process in terms of its major components. The third section describes the project's approach to mainstreaming implementation and the impact of the project on children with special needs. Next, results of project evaluations and benefits reported by participants are presented. The final section presents a summary of the factors seen as contributing to the project's success.

Project History and Site Description

In September 1968, the Yale Child Study Center team and the New Haven public schools began a 5-year intervention project in Baldwin Elementary School and Martin Luther King, Jr., Elementary School, funded by the Ford Foundation and Title I. Baldwin served approximately 320 students in grades K through 6, with 13 regular and 2 special education teachers. King served approximately 270 students in grades K through 4, with 9 regular teachers and 1 special teacher.

Approximately 98 percent of the project schools' student body were black. Family incomes were classified as low middle and low; over 50 percent of the students' families received Aid for Dependent Children funds.

Dr. Comer details the project's tumultous early years in his book, *School Power* (1980), his account of the theories, evolution, and outcomes of the intervention project. Change did not come easily or quickly. Early intervention efforts focused on developing trust among the Yale Child Study Center Mental Health Team, school staff, parents, and students. Intervention evolved to meet problems and needs as they were identified. The first critical need was to bring order to the schools and reduce student behavior problems. As a climate of stability and trust was achieved, the energies of project participants could be shifted to improving children's achievement levels.

Progress was uneven for several years for different reasons. The Yale Child Study Center team ended its involvement at Baldwin after the original 5-year funding. Despite lack of funding, staff and parents at King School were unwilling to give up the program. The project continued at King with reduced funding provided by the Yale Child Study Center for 2 years. Then in 1975, funding from the NIMH supported continuation of the basic project at King, with a new emphasis on the systematic development and implementation of a "Social Skills Curriculum for Inner-City Children."

Project replication began in 1976-77 in Brennan-Rogers Elementary School, a newly consolidated school serving primarily two housing project areas. At that time, Brennan Elementary School and Rogers Elementary School were being consolidated into an elementary school serving children in grades K through 6 with 17 regular and 3 special education teachers. The King school staff and the Yale Child Study Center team facilitated the consolidation process as they served as resources for replicating the project at Brennan-Rogers. The majority of students were black and from low-income families in neighborhoods that were highly transient. School conditions were similar to those at King and Baldwin at the beginning of the project.

More recent expansion efforts have involved consultative assistance to administrators, staff, and parents at Jackie Robinson Middle School (5th through 8th grades). For the 1980-81 school year, funds were not adequate to allow full program implementation at Jackie Robinson. Planned expansion for the 1981-82 school year, pending funding, will involve three more New Haven public schools and increased efforts at Jackie Robinson. Further, a training program for New Haven school principals is being planned to disseminate project development and school governance principles.

Program Description: A Process Model

> "No particular model, technology, method or person is as important to improved student behavior and learning as a *process* that places highest priority on flexibility, accountability, shared expertise,

open communication, trust, and respect" (Comer, 1980, pp. 234–235).

The Yale Child Study Center team and the New Haven school personnel had the opportunity to study the problems and resources of project schools and develop a process for change, because this was a research and development project. In this "process model," interventions were not preconceived and applied to the schools. Rather, desired changes were identified by people who would be affected by the change. Planners and project developers used a variety of intervention methods, technologies, and resources. Changes were implemented, and their impact on total school operations was monitored. The principals of project schools provided leadership in the change process, and teachers and parents participated in decision making. The four major elements of the New Haven intervention process– school governance, the mental health program, the Parent Program, and the teaching and curriculum program— are described in turn.

School Governance. Initially, a steering committee composed of members of the Yale team, principals, and representative teachers and parents from the project schools served as the policy-making body, directing and providing overall guidance to the project. The committee was initially directed by Dr. Comer and, after the first year, by a project coordinator. The tasks of the steering committee were to improve relationships among all participants, to improve teaching and curriculum, to select staff, and to evaluate the program.

The administrative advisory committee in each school, composed of the principal, teachers, parents, and Yale team consultants, was responsible for directing day-to-day project operations. After the first 5 years of the project, the administrative committee in each school took over the steering committee's functions. The governance bodies were termed the School Advisory Committee at King and the Parent-Teacher Action Group at Brennan.

The administrative committee developed patterns of sharing decision-making responsibilities and became the vehicle of change in the schools— planning and directing implementation and evaluating all project interventions. Participatory governance reduced resistance to change by allowing people who would be most affected to have input into the change process. Involvement in decision making fostered the participants' commitment to and psychological ownership of project interventions. Specifically, the school administrative committees had done the following: (a) reviewed and developed written school policies and procedures; (b) selected new school staff, including teachers, project consultants, social workers, and the principal of the Brennan-Rogers School; and (c) planned and monitored a variety of projects, including special services for children; training activities for parents, administrators, and teachers; and curriculum projects.

The principle of sharing power and developing leadership potential in school life had also been extended to students. Each year, students had established their own classroom rules.

The Mental Health Program. Initially, the Yale Child Study Center Mental Health Team was composed of a child psychiatrist (Dr. Comer), two social workers, two experienced educators, and a school psychologist-program evaluator. Currently the composition of the team remains similar, although personnel and levels of participation have varied. Team members' participation in school administrative and various planning committees ensured the incorporation of social science and behavioral principles in school operations and program development.

The mental health team most directly intervened in the school first through the mental health program by dealing with the many behavioral problems that plagued Baldwin and King. Behavioral disorder negatively influenced all aspects of school life, particularly relationships between teachers and students and between the school and parents. This intervention established the team's credibility as being willing and able to help. Using a case conference model, the mental health team established the Pupil Personnel Team, which met weekly for teachers to present problems with particular students or general behavior management problems. Teachers helped the team understand the child's school behavior, social history, and educational needs. The team discussed case-relevant social-emotional developmental issues and behavioral principles, helping teachers formulate specific management plans. Interventions involved both child-change strategies and changes in the school environment or operation.

In *School Power*, Dr. Comer offered an example of how the Pupil Personnel Team worked. A student, sent to live with relatives in the North, arrived at King to receive what his family hoped would be a better education than was available in the rural South. His new teacher had not been informed of his arrival and had just received several other transfer students and was understandably less than enthusiastic to see him. The student, noting her expression, kicked her and ran from the school. The mental health team helped teachers understand the student's classic fight-flight reaction to being thrust into stressful circumstances. The school changed procedures for accepting transfer students so that teachers were now informed of their arrival in time to prepare the class. Students were oriented to the school and assigned a buddy to help them through the first few days. They were greeted with welcome signs and allowed to introduce themselves to their new classmates. These practices say to the child, "We know these are new and perhaps frightening changes for you, but we are glad you're here and will help you get adjusted."

As the mental health team helped teachers resolve behavioral problems, more teachers were willing to join in the developing climate of trust, learning, and growth. The case conference evolved into a teachers' seminar. Acceptance and understanding replaced the arbitrary, punitive responses to student behavior typical of schools in conflict. The mental health team also offered the staff workshops, faculty presentations, and informal conferences.

Innovations for the mental health of students included the establishment of the Discovery Room Program, the Crisis Program, and the Two Years with the Same Teacher Program. The Discovery Room, staffed by the mental health team, offered play therapy and counseling to children with emotional and behavioral disabilities. The social workers helped children understand their experiences, verbalize emotional upsets, and gain control of behavior.

The Crisis Program was established to break the regressive cycle of the "bad day," on which a student arrived at school unhappy, angry, or unable to function at his or her usual level. Progressively, the student's frustration tolerance would decrease, and his or her behavior would deteriorate until some upset resulted in the eruption of aggressive or otherwise inappropriate behavior. School staff members were trained to recognize the beginnings of such a cycle and intervene before major upsets occurred. A student who was unable to deal with the classroom environment was sent to work quietly under the supervision of an adult. As the student gained composure, the adult would talk through problems with the student and help him or her prepare to return to class. The message was simple: "We care about you and will help you get yourself together so that you can have a good day." Over the years, administrators, secretaries, teachers, parents, and even maintenance personnel have gained experience as crisis managers.

The mental health program recognized that young children from troubled environments were just beginning to profit from constructive relationships with their teachers at the end of 1 school year. By keeping a class with the same teacher for 2 years, beginning- and end-of-the-year behavior problems were greatly reduced. Often, students who had made poor academic gains during the first year would accelerate their rates of achievement during the second year.

The mental health program, integrated with all other aspects of the project, contributed to development of a healthy school climate. Perceptions of the "bad" student who required punishment were replaced by recognition of the troubled child whose inappropriate behavior could be managed through a "help and support" approach. As school climate improved, most children were able to function adequately, and the number of behavioral problems decreased. Staff and energy were then available to help the more troubled children in need of special education services.

Involvement of the Yale Child Study Center personnel had been gradually phased out as school personnel had become skilled and able to assume various functions. The Pupil Personnel Team utilized the New Haven school system social worker and psychologist. The Yale team social worker trained King school teachers to integrate discovery centers into their classes and utilize them to help all children explore their feelings, ideas, and interests. The Discovery Room resource service at King was soon available only 1 day a week instead of on a full-time basis. The Yale Child Study Center team eventually offered consultation on request and participated in special training or program activities. It should be noted that there had been only two new teachers hired at King in 12 years, so staff experience had accumulated.

The Parent Program. Parent participation in all aspects of school life were seen as a critical element of improving school climate and school-community relationships. Dr. Comer believed that the need for parent participation was especially important in lower income minority communities where alienation and cultural difference generate conflicting values and expectations for children. With a history of school-community conflict, the Parent Program of the New Haven project had trouble beginning to include parents in daily school operations. However, parental involvement had increased over the years, and school-community relations had improved. Parents' presence in the schools had increased the schools' accountability and responsiveness to the values and needs of the community. Parental involvement in governance had increased their commitment to the overall project and their understanding of school operations.

Three levels of parental participation had evolved. At the highest level, Level I, parents participated directly in school governance and other program committees. In early project years, parent leaders helped staff understand parents' reluctance to participate in school management and curriculum areas where they felt uncomfortable working with the more educated school staff. Parents, the mental health team, and school staff developed training programs to acquaint interested parents with school operations, curriculum development, and tutoring techniques. Capable parents with experience and an interest in a leadership role were recruited for Level I from Level II functions.

Level II involved 10 to 25 percent of a school's parents in the "parent assistant program" and in planning and managing special fund-raising and extracurricular activities. Parent assistants worked as teacher aides and tutors. Since 1975, 12 to 18 parent assistants at both King and Brennan-Rogers schools have been paid for 45 hours per month but have volunteered many more hours in the schools. Initially, an interested parent volunteers 1 week of time to work with a teacher who had requested an assistant. Principals and parents reported that this requirement assured that parents who are hired are truly committed and compatible with the teacher.

Training for parent assistants varied with school needs over the year. Typically, there were monthly training sessions run by school staff and occasionally by Yale Child Study Center consultants on behavior management and tutoring skills in reading and math. Brennan-Rogers parents had weekly "gab sessions," and King parents had informal "parent-only" meetings in which parents share experiences and ideas.

The Parent Program included special fund-raising activities and at least three extracurricular school-community activities each year. Level I and Level II parents planned and managed these activities. School staff and mental health team personnel had helped parents develop planning, organizational, and management skills.

Level III participation included all other school parents who attended school functions or training activities or who had contact with the school through pupil conferences or parent outreach activities. Afternoon and evening workshops on such topics as sex education, parent self-image, behavior management, and child development were planned by parents, school staff, and consultants and offered every 2 to 3 months during the school year. Parents were encouraged to visit schools, observe classes, and talk to principals, teachers, and other parents. To help parents become informed observers in classrooms, King parents and teachers developed the *Parents' Guide to Children's Learning* and offered training on observation, using videotapes of class activities and simulations of a school day. To encourage attendance at parent-teacher conferences, the school instituted a policy of giving parents the child's first report card during the initial conference. School parents urged others to attend, and attendance ran as high as 97 percent.

School parents did much liaison and outreach work with other community parents. They encourage parents to go to the schools with problems or call and talk things over. They frequently accompanied reluctant parents and offered support in school meetings. A parent community worker (a member of the school governance committee) functioned in many respects as a paraprofessional social worker. This person helped resolve parent-school problems and helped parents utilize other available social services. For example, the parent community worker at King helped parents find funds for upgrading low-income housing through the Federal Homesteading Act. Parent outreach included work with needy or neglectful families. School staff reported that pressure from other parents can sometimes help when staff cannot.

The Teaching and Curriculum Program. Improvement in teaching and curriculum was a goal of the project since its beginning, but little progress was evident until the climate of the school improved. As the number of behavioral problems was reduced, teachers were able to invest themselves in their own learning opportunities and to grow professionally. Participation in case conferences with the mental health team helped teachers learn to use outside consultants--first for assistance in managing student behavior and then for help in trying new teaching and curricular approaches. As teachers realized their abilities were respected, they could better assess their own and their students' learning needs and develop methods to meet both.

A variety of teacher training models were used. In grade level meetings, occasionally assisted by a curriculum consultant, teachers clarified goals for students, developed materials, and shared instructional methods, and made evaluation more systematic. For example, through demonstration teaching and followup consultation provided by an art specialist, teachers learned how to integrate instruction in the basic academic skills with art, music, and dance.

The Social Skills Curriculum Project evolved from the earlier curriculum development and teacher training efforts. Planned instruction in social skills was thought to be especially important for low-income minority children who might not otherwise acquire these skills. Teachers developed curriculum units that integrated social and academic skills training in a variety of concrete learning experiences. Curriculum unit topics and activities included (a) the whole person—understanding one's own physical and emotional development; (b) banking—the use of an inclass store and bank to understand checking accounts, savings accounts, and basic economic principles; (c) government—learning about city, State, and Federal elections; holding mock elections; and meeting political candidates; and (d) the gospel choir—understanding black heritage and performing for audiences.

Social skills curriculum units were developed by teachers and submitted to school governance committees for approval and fundings. Curriculums specialists were available for assistance in planning the units. Dr. Comer and school staff reported that the social skills units had made learning basic skills more meaningful for students and had given teachers a sense of direction and purpose.

Mainstreaming Implementation

According to principals, mandates for mainstreaming handicapped children did not create disruptive changes in project schools. Since the project's beginning, the schools had operated on the premise that all children "belong" to the school and have similar needs for peer friendship and positive relationships with adults, for a variety of educational experiences, and for instruction appropriate to their needs and capacities. The project's impact on the schools created conditions that both prevented many children being labeled as handicapped and supported children with identified special needs in the mainstream of school life. The following sections describe school operations, teacher training, and some of the special services and activities that serve preventive and supportive functions in the mainstreaming programs.

Schools Continuous Education Plan. The Schools Continuous Education Plan was developed during the 1980–81 school year to integrate all school programs and resources and to provide an IEP for each student. A centralized school plan coordinated Title I, Title VII, and special education services for children; reduced duplication of efforts of special personnel; and more efficiently utilized available resources.

A combination of standardized and school-developed instruments was used for screening and assessing children's achievement levels in the basic skills. When screening indicated potential learning problems, children received in-depth evaluation by the school psychologist. The results were evaluated by school staff who develop schedules that allowed delivery of integrated educational services according to the children's needs.

Planning, scheduling, and coordinating the school plan was accomplished by a variety of regularly scheduled meetings. Each teacher had planning time with special education resource and support staff. Grade level teachers had their planning periods at the same time.

Pupil Personnel Services/Special Education Referral and Placement Team. Formal integration of the mental health program's Pupil Personnel Services Team and Special Education Referral and Placement Team occurred during the project's fourth year at King and during project implementation at Brennan-Rogers. The school principal, the learning team, and the school system's social worker and psychologist met weekly to solve problems of individual students, process referrals and placements, and plan and monitor the IEPs. The process was described by special and regular teachers as proactive, and it includes consideration of the environmental changes that can support a student in the mainstream as well as of the student's needs for special services.

Typically, a teacher concerned about a particular student's behavior or academic performance would attend the team meeting to present his or her concern and participate in the case review and problem solving. If changes in the child's educational program or the need for special services were probable, parents might attend the meeting.

Teacher Training. During the 1977-78 school year, a consultative teacher training model was developed at King to make the educational mainstream more responsive to the needs of students with learning problems. A learning disabilities specialist from Yale trained teachers in alternative curriculum approaches, instructional techniques for handicapped or problem learners, and methods for early identification of learning problems. In 1978-79 the training program was implemented at Brennan-Rogers and maintained at King. Training and consultative activities included an alternative, skill-sequenced linguistic reading program; modifications for children with severe memory problems; techniques for easing the problem learner's transition between kindergarten and first grade; and skill-sequenced instructional methods for spelling, writing, and math.

Other teacher training activities related to mainstreaming had included the following: (a) teachers participated in the school-system-wide P.L. 94-142 inservice training program on handicapping conditions and instructional methods for handicapped learners; (b) the ongoing case consultation activities served as a resource to teachers of mainstreamed children; (c) special and regular educators met regularly to coordinate instruction and to develop and monitor behavioral contracts for students with behavioral problems.

Prevention and Mainstreaming Activities. Several prevention activities or programs had been developed to address student needs. Brennan-Rogers developed a diagnostic placement option for first graders identified as "at risk" for learning problems. These students were able to receive resource services for 1 hour daily for a specified time period, usually 1 month. A teacher at Brennan-Rogers developed and directed a children's dramatic production about "Feelings Children Keep Inside." The children presented their play in several schools and to a local college.

A kindergarten enrichment program was designed at Brennan and replicated by the King kindergarten teacher. Children identified as "at risk" for school difficulty were provided with individualized enrichment programs to encourage development in verbal ability, perceptual performance, quantitative ability and motor coordination. Trained parent aides worked closely with student groups using a learning centers approach. The program had become a model for other New Haven public schools.

Special Services and Mainstreaming. At King Elementary School, one generic resource center provided intensive special education services for children with identified learning handicaps. All students had primary placements in regular classes.

At Brennan, a resource program offered special education to children with learning disabilities or behavior problems. Two special classes for mild to moderately retarded students served primary and intermediate grades. Children in special classes were mainstreamed to the extent appropriate to their educational needs. Mainstreaming for academic instruction had reportedly increased during recent years.

Handicapped children were seen by King and Brennan personnel as part of the student body. They participated in all regular and extracurricular school activities. The concrete educational experiences and applied academics of the Social Skills Curriculum were reported to be particularly appropriate to the needs of most handicapped learners.

Special services for sensory-impaired or severely handicapped students were available in other New Haven public schools, and students were transferred out of project schools for these programs when appropriate. Likewise, children with severe emotional problems and their families were referred for services available from other community mental health agencies.

The Project's Impact on Mainstreaming Implementation. The project's impact on children with special needs was most evident at King Elementary School, which had been a part of the project since its beginning. The principal and other New Haven public school administrators reported that the number of King referrals for special services had greatly decreased. For the past 7 to 8 years, all children attending King had been served in regular classes. In 12 years, only two handicapped children had been transferred out of the school for special services. At Brennan teachers and administrators also reported that the total number of referrals for special services had decreased over the years of the project.

At both schools, referrals for behavioral problems had decreased, and referrals for learning disabilities had proportionately increased. Teachers were reportedly more sensitive to the needs of withdrawn and emotionally troubled youngsters who do not act out. The integration of discovery centers into regular classes was, in part, an effort to meet the needs of these children.

Teachers' experiences with consultation services and a school atmosphere that encouraged teachers to share expertise and utilize available resources had helped develop a preference for indirect services rather than pullout services for children. Dr. Comer reported that one consultant became very unpopular with teachers because she continued to remove children from regular classes instead of training teachers to provide the special services she offered.

The Parent Program was mentioned by principals as being particularly helpful in involving parents in special education planning, placement, and evaluation. Because community perceptions of the schools were positive, few parents were reluctant to attend school meetings. Parent assistants often contacted the few reluctant parents and encouraged them to attend special services meetings. In virtually all cases in recent years, parents had attended special education meetings rather than simply sending written approval for testing or program changes.

Project Outcomes and Benefits

Impact on School Climate. The project's impact on school climate was measured in terms of student attendance, the number of student suspensions, and the reasons for student visits to the office. According to project evaluation reports, student absenteeism in project schools had decreased dramatically over the years of involvement with the project. In recent years both King and Brennan had lower absentee rates than demographically similar New Haven public schools. King had enjoyed the most improvement, ranking either first or second in student attendance of all 43 New Haven public schools since about 1977.

There had been no suspensions at King in more than 9 years. At Brennan, there had been no formal suspensions, although a few students had been sent home for part of the schoolday because of behavioral disruptions.

During 1977-78 and 1978-79 school years, reasons for student office visits were recorded. At King there were more than six times as many student visits for positive reasons than for disciplinary reasons. In the 1978-79 school year, Brennan students also visited the office more often for positive reasons than for disciplinary reasons. The opposite was true for the year before.

Positive aspects of school climate had been observed. Principals noted that the number of angry phone calls from parents had greatly decreased. Parents were now more likely to ask the schools' help with problems than to assume an adversarial position. A frequent comment of teachers, principals, and parents was, "There's a lot of talking going on here." Problems were discussed, plans were made, feelings were verbalized, and ideas were shared. Open communication was seen as a very important and valued part of the school climate.

Student Achievements. Project schools had required a number of years to demonstrate significant improvement in student achievements. In 1968, students were more than 2 years behind grade level in reading and math skills. After the first 5 project years, there were slight achievement gains, but they were not yet significant. By 1977, students who had been at King for 4 years scored at grade level in reading and math and King ranked 10th of all New Haven schools, scoring higher than all 13 low-income Title I schools, and higher than 40 percent of the middle-income schools. The Brennan principal reported a steady, 3-year trend toward higher achievement, which was especially evident in the reading scores of children in the linguistic program.

Impact on Participants' Attitudes. For a 1978-79 project evaluation, teachers and parents responded to interviews or questionnaires about the project's impact. All teachers at King and 87 percent of the teachers at Brennan felt the project was going well. The majority of teachers felt they had sufficient input into the decisionmaking process. Teachers saw the Social Skills Curriculum Project and the Parent Program as particularly valuable. Most teachers believed their students would show achievement gains and described the program as very good for the social and emotional development of students.

Parent assistants' responses in initial and exit interviews indicated positive changes in their assessments of their own skills and abilities and in their expectations for their children's educational and occupational futures. Parents indicated they valued their participation in the schools.

Benefits Reported by Participants

Benefits to students. Teachers and parents reported that students were highly motivated by the educational experiences offered through the project. Dr. Comer observed, "Parents in the school send clear messages to children that school is friendly turf." Parents functioning as respected members of the school staff provided students with consistency between community and school expectations. School parents acted as parent surrogates, supporting children whose own parents were unable or unavailable to motivate and reinforce their school accomplishments. Parent-planned extracurricular activities had helped establish the schools as gathering places for community social events.

Students had benefited from their teachers' understanding of their social and emotional needs. Comer described a transfer student at King deeply troubled by his parents' recent divorce whose upset was compounded by moving to a strange neighborhood and school. The boy reacted by developing a strong attachment to the family dog and refusing to be separated from him at school. Understanding the child's need for security, the teacher allowed him to bring the dog to class and used the dog in a curriculum unit on measurement by measuring the dog's height and length. By accepting the dog, the teacher let the chld know his needs would be respected at this new school; the boy was soon able to leave the dog at home.

Benefits to parents. Parents reported that when they left project schools they took with them the ability to relate more constructively with teachers. school administrators, and their own children. As one parent explained, "I know who is important to contact. I call the teacher and get to know her. I can talk to the principal. I know what I can do in this school and how to help my kids."

Parents reported that they had learned from teachers many important skills—how to teach, to discipline, to talk through problems. Informal followup contacts indicated that some school parents had gained the confidence to return to school themselves, finishing high school or college and getting better jobs.

Benefits to principals. The Brennan and King principals reported that although sharing school governance was difficult at first, they learned to appreciate the benefits of involving teachers and parents. They reported less reluctance to try new activities. Teachers and parents had learned to appreciate the complexities and "red tape" involved in school administration and are more accepting of real limitations. There was more of a cooperative spirit and willingness to utilize resources for the school as a whole; staff and parents were less likely to divide into factions competing for resources. Principals reported that as others develop leadership skills their job becomes more manageable. Instead of being disciplinarians and crisis managers, they had been more able to be instructional leaders in the schools.

Benefits to teachers. As one King teacher said, "People here really care. They aren't all hung up on just doing their job. They work together more. Most go into teaching because they really want to help kids, but if the school isn't supportive of their efforts, they give up. At King the environment is really supportive." Teachers reported that most staff was very cooperative and that consultative services had helped them improve their own skills.

Benefits to the school district. Several project developments had provided models for other New Haven public schools: the continuous education plan, the kindergarten enrichment program, and a principal's training program on planning and school governance. A school system administrator reported that experience with the project schools had helped the system recognize the necessity of looking at the impact of any change on total school functioning. For example, when New Haven tried to increase mainstreaming, administrators and teachers were urged to explore how the change would affect school functioning and, conversely, what changes in the whole school would facilitate mainstreaming. In the administrators' opinion, the understanding that any school change requires advance consulting with everyone involved was most important. "Schools shouldn't do things to people's children without their consent--their informed consent."

Factors Considered Critical to the Project's Success

Project participants offered their perceptions of factors that most contributed to the project's success.

Change must be supported on all levels of administration. Project participants reported that the principal holds a key role in determining the project's potential for success. His or her ability to encourage the leadership abilities of others and to manage a participatory form of school governance was seen as most important. The principal must be intelligent, have adequate management skills, be self-confident, and be open to change. Similarly, the principal must respect the abilities of teachers and parents to acquire new leadership and management skills. The principal must be flexible and support others during the change process. Principals reported that in order to function effectively, they in turn needed the support and flexibility of school system administrators.

The process is developmental. Participants learned that change takes time and that people must be allowed to develop. Dr. Comer and school principals noted that principals were not immediately able to share authority and apply principles of human relations to school operations. Over time, principals developed confidence in their ability to use a more democratic leadership style and, through experience, gained the skills to foster trust and respect among teachers, parents, and students. A useful principle that had guided project development had been to "start small." Thus, the project began in two schools instead of the entire system. Meaningful involvement of a small group of parents encouraged others to participate. Other innovations were also tried on a limited scale first.

Change is best accomplished when planned from within. The Yale Child Study Center team found that school personnel and parents became most interested in school changes and training activities when they had identified their own needs and contributed to planning and evaluation.

A school climate of trust and mutual respect is a prerequisite to other changes. As previously noted, an effective program only became possible after the school climate and relationships among all involved had improved. Participants noted that people must be supported in their attempts to change. Resource people to advise, reinforce, and help solve problems must be available if innovations are to succeed. Dr. Comer warned in his book that any single program or innovation may not be successfully replicated without establishing an appropriate school climate and a coordinated process of implementation.

A Note on Replication

School administrators interested in

implementing the innovative practices described in this program should consider several points. First, although solid organizational change must be initiated from within, it often needs an outside agent to serve a catalytic role. The Yale Child Study Center team was the catalytic (and supportive) agent in the New Haven school project. External support from persons with expertise in mental health consultation and familiarity with public school programs is an essential ingredient to this type of change. These resources may be found in local community mental health center programs or nearby colleges and universities. The interested administrator should seek them out and enlist their assistance and support.

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Chapter 3

Analysis and Summary

In a study such as this, which focuses on model programs and practices, a major intended benefit is the potential for replication. Indeed, the overriding purpose of this monograph is to stimulate, educate, and assist others who work in education and mental health in implementing similar programs and practices. Every situation is different to some degree, however; each has its own unique characteristics, set of problems, and available resources. For this reason, program or practice replication in the real world must, of necessity, involve adaptation and accommodation. The interested reader (whether school board member, special education director, area mental health director, mental health consultant, school principal, parent, classroom teacher, or whoever) will seek out those program features and practices that are both potentially effective and feasible in the particular situation. The purpose of this chapter is to facilitate this process by identifying factors important to the successful efforts of these six model programs in preparing parents, teachers, and pupils for mainstreaming handicapped students into regular classrooms.

In reviewing the 6 model programs, 12 factors were identified as important to program success. Focus on these 12 factors does not deny the importance of other program features, and additional key factors are mentioned in the various program descriptions. The factors listed next were selected for both their importance and their commonality across programs.

1. *Tangible community support.* Each program enjoyed identifiable community support that was reflected in school board policy and actions.

2. *A history of mainstreaming.* The majority of programs had a history of involvement in mainstreaming, with continuity in policy and personnel.

3. *An overall approach or design for implementation.* Each program had an overall approach or design for implementation that was practical, optimistic, and oriented to promote mental health, with high expectations of students and personnel and an emphasis on change from within.

4. *A full array of special service options.* Each program developed or had access to a full continuum of special education placement settings.

5. *Administrative support for the mainstreaming program and objectives.* In each case the administration (superintendent, principals, and so forth) was both knowledgeable and supportive of the program.

6. *An emphasis on systematic communication.* Each program placed

heavy emphasis on communication, especially between special and regular education teachers, and developed systematic procedures to ensure that communication occurred.

7. *Defined mental health roles.* In each program designated personnel had defined mental health roles and responsibilities.

8. *Active parental involvement.* Each program successfully involved parents in a variety of ways. Participation ranged from individual student planning to active involvement in program planning, evaluation, and school governance.

9. *Activities to increase understanding and acceptance.* All the programs used instruction and curriculum materials to increase understanding and acceptance of handicapped students among their peers. Strategies included cooperative learning, using affective educational materials, providing experiences to increase awareness and sensitivity, and using special curricula, such as "The Kids on the Block," "Kids Come in Special Flavors," and "What's the Difference?" (Barnes, et al. 1978).

10. *A humanistic approach to provision of support services to teachers and students.* The provision of inservice training and other support services to teachers, administrators, and other school personnel was done in a manner that recognized their importance, actively sought their involvement in defining problems and developing solutions and strategies, and shared fully the credit for program success. In the model programs, personnel were sensitive to students' needs and feelings—for example, in the transition from one school to another.

11. *A favorable financial climate.* Most of the programs had adequate financial support. Program directors had been successful in obtaining special Federal and private funding and used effectively available Federal, State, and local funds. Given the current national economy, two programs foresaw funding cutbacks having uncertain outcomes on their programs; most were optimistic. Adequate funding was related to community, school board, and school administration support.

12. *Coordination with the mental health system.* Most of the programs developed effective coordination with mental health and related community agencies. The degree of coordination and cooperation ranged from comprehensive, integrated involvement to minimal use on an individual referral basis.

In the following sections, each of these 12 factors is discussed more fully, and implications for replication are addressed.

Community Support

Overall, the model programs had widespread community support for their mainstreaming policies and programs. Community support was reflected in the policy and resource allocation decisions of the school boards. In Hastings, Minnesota, for example, community support was evident in a survey of citizens conducted by the Curriculum Office in 1980. Similar surveys of the general citizenry in Tacoma, Washington, reflected a longstanding and broad base of support. In Mayfield, Ohio, the board of education, very much "in touch" with community feelings and perceptions, reflected this in its guidance and support of the school system's efforts. Awards presentations, civic group projects, use of school board facilities to highlight the importance of inservice training for mainstreaming, and direct involvement in school governance gave evidence of community support.

Community support heightened the morale of participants (teachers, students, and parents), lifted their expectations, and encouraged them to improve their programs. There was a high degree of perceived congruence between their goals and actions on behalf of individual children and the community's educational goals and objectives. Community support resulted from conscientious efforts by school personnel to inform and involve the community as much as possible through newsletters, program brochures, community newspaper features, TV and radio, and surveys.

Replication efforts should use these and similar strategies to relate program goals, activities, and achievements, as well as problems, to the general community. Similarly, regular and frequent communication with the school board, the general community's formal representatives, can increase understanding of, and support for, the program. The Mayfield, Ohio, administrative staff employed a regular, weekly written communication with their school board and emphasized continuous program evaluation in their reports to the board.

History of Mainstreaming

An interesting aspect of the model programs was their long histories of involvement with mainstreaming. Beginning in the mid-1950s, the Dade County schools placed their initial programs for exceptional children in regular public school buildings, which facilitated mainstreaming. The Tacoma schools developed their original design for progressive inclusion in the late 1950s, and the Hastings, Minnesota, schools began mainstreaming in the 1960s, though being blocked somewhat by changes in State policy. Mayfield, Ohio, initiated its efforts on behalf of hearing-impaired students in the late 1960s, and Montgomery County, Maryland, designed its "continuum of education" plan well before passage of Federal legislation. The message seems clear—change in educational practices takes time, and gains from and builds upon a history of implementation. The historical commitment and tradition of service to the handicapped has come to be highly valued by the whole community.

All the model programs used time as an ally. Program personnel had not become too frustrated and impatient and, consequently, ineffective. These programs also exhibited continuity in school board and administrative leadership, as in the Tacoma and Mayfield programs. Administrators and board members who have seen a program develop are most apt to promote its continued growth and improvement, as well as clarify its value and importance for those with doubts.

Continuity in program personnel and leadership may be difficult to establish, but continuity will change "innovative" practices into accepted tradition that is valued in the schools and community. From a mental health perspective, tradition helps to establish psychological anchorings that support and reinforce teachers', parents', and students' beliefs and behaviors in positive ways. The New Haven program recognized from the outset, for example, that organizational change is a developmental process.

An Overall Approach or Design for Implementation

Each model program developed a

conceptual plan or approach for mainstreaming implementation. The various plans and approaches were documented. In most instances, there were written policy statements, guidebooks, or handbooks. The Mayfield, Ohio, School District developed a brief guide that described its "hand-in-hand" approach to mainstreaming. The Montgomery County public schools developed an extensive handbook for school inservice coordinators as well as numerous supplementary materials to support implementation of their mainstreaming procedures. The inservice program was well conceived and well designed and included principals' participation, respect for teacher competence, parental involvement, and training of volunteers. The philosophy of progressive inclusion, Tacoma's approach to integration of the handicapped, has been articulated and described in a number of school district publications.

The approaches were practical. In Tacoma, progressive inclusion meant decentralization of services, emphasis on neighborhood school attendance, and variable implementation strategies at the building level. Mayfield and Hastings, school systems with relatively small total student enrollments, emphasized administrative backup and support services with frequent informal communication. Montgomery County's approach also focused on implementation at the building level, with key involvement from principal and faculty and online availability of backup and support services. The New Haven program used a school consultation/organizational development model that emphasized capacity building and change from within.

The approaches were optimistic. All models rested on the assumption that mainstreaming is a positive practice —that administrators, teachers, parents, and students can be involved successfully; that mainstreaming will have positive outcomes for all; and that trust and mutual concern are essential to all interactions. These are most important points.

The philosophy of each program reflected the beliefs of those who guided the implementation. In many respects, personal philosophy became integrated with program philosophy. Key individuals in each setting helped set the standards, established the tone, and energized others to commitment and action. In Montgomery County, Dr. Stan Fagen was ever optimistic, trusting, and caring and extremely skillful in interpersonal relations. In Mayfield, Ohio, Dr. Robert Battisti was deeply committed and highly personable, and he paid careful attention to individuals' concerns and needs. In Tacoma, Dr. Henry Bertness, always supportive and optimistic, shared with others, being a "knower" and yet a "doer," too. In Dade County, Dr. Wylamerle Marshall and Dr. Eleanor Levine provided program leadership with deep personal commitment and a willingness to share program responsibility and acclaim, and with continuous support. In Hastings, Minnesota, Mr. Loren Gratz, by example and with modesty, guided the implementation of a very effective program with typical Midwestern matter-of-factness, out of a basic sense of "the right thing to do." And Dr. James Comer of the Yale University Child Study Center in New Haven helped disorganized schools move from chaos to order, from disenfranchisement to feelings of ownership, and from poor performance to excellence and quality; his consultation was so skillful that program participants felt the work and results were their own.

The issue of leadership as a driving force for a successful mainstreaming program is difficult to address. Individuals cannot be cloned. Skillful leaders can be studied and emulated. Persons with appropriate qualities within a school system can be identified, nurtured, and supported to move toward increasing roles and responsibilities.

A Continuum of Special Education Services

Adequate alternatives to mainstream placement were identified by Deno (1978) as an important condition for successful mainstreaming in programs she studied serving children with emotional, learning, and behavioral problems. She observed that "movement toward more mainstreaming was accompanied by an increase in placement options, not a reduction" (p. 99). Each of the model programs developed or had access to a comprehensive array of special education services and a range of regular classroom and special education placement options. Most students were served in the mainstream setting with as much service as could be provided there to make the placement successful. Only when this approach proved insufficient were more restrictive or separate service settings employed. Generally, full-time special programs were available in the regular school buildings.

The TOPS program in Dade County provides a good example of how more placement options can serve to increase mainstream placements, provided there is ease of movement for children from one level of service to another.

Extensive use was made of the resource room and consulting teacher programs in the Dade County, Tacoma, and Montgomery County school systems. Other special education services and programs included early identification of and intervention with children "at risk"; such programs were in place, for example, in New Haven and Hastings. Management aides, tutors, itinerant resource teachers, volunteers, and schoolbased referral, assistance, and placement teams were also used to provide a comprehensive array of services and programs.

Planning for successful mainstreaming should include examination of the school system's existing delivery system to see if a wide array of service settings and placement options are available. Moving a given child to the least restrictive setting may require temporary treatment/education in a more restrictive setting for skill acquisition and adjustment. An array of service options provide reinforcement for improvement toward greater independence and also reassurance that, should adjustment not go smoothly, more structured alternatives are available.

Administrative Support for Mainstreaming Program and Objectives

In the Hastings, Minnesota, program, school administrators and supervisors often substituted for regular and special classroom teachers. They paid particular attention to scheduling and class loads when assigning handicapped students to regular classrooms and operated on a policy of responding to a teacher's request for assistance within 24 hours. The type of support provided by Hastings' administrators, and the attitude with which it was given, typifies the administrative support found in each of the six model programs.

In the Tacoma and Montgomery County programs, the school building principal played a key role. Coordinated support was available from the school psychologist and social worker in Tacoma, and from the inservice coordinator for mainstreaming and area consulting teacher specialist in Montgomery County. The importance of administrative support, such as these programs demonstrated, was echoed by teachers and parents interviewed during the site visits. With almost certain regularity, school staffs pointed to their principals, supervisors, consultants, or superintendents as keys to the success of their programs. A special group of Tacoma principals have met informally for a number of years to review program implementation, discuss problems on a practical level, and be a support group for one another. In the New Haven program, the principals' ability to implement a participatory form of school governance was critical. The Dade County schools' administration, as well as the State-level administration, provided a coordinated set of relevant policies, laws, and funding guidelines supportive of mainstreaming. In recruiting teachers and other personnel, the Tacoma schools emphasized support of the progressive inclusion approach. New school construction and building renovations were of barrier-free design.

A review of current administrative policies and procedures is a good place to start planning to improve mainstreaming. A survey of teachers and parents would indicate whether they perceive policies and procedures as being supportive of mainstreaming. The administrator, of course, must be open to suggestions for change coming from such a review. The process can be difficult, but it can enhance program efforts and improve teacher and parent morale.

An Emphasis on Systematic Communication

Communication between teachers and students, regular classroom teachers and special education teachers, teachers and parents, teachers and administrators, parents and administrators, administrators and support personnel, and so on is critical to any program's success. Communication is often given only rhetorical attention and, thus, is cited as the reason for program failure. To be effective, communication requires careful and continuous attention and effort, which the model programs displayed. Each program developed systems for communication between principal program participants. In Mayfield, Ohio, the special education teachers had primary responsibility for communication. The well-coordinated Mayfield Secondary Hearing Impaired Program provides a good illustration of this. In Montgomery County, Maryland, the inservice program team met weekly to review planned activities, problems in any areas, and progress in program implementation. Also, an important objective of the meetings was personal reinforcement and support.

The FDLRS-S staff working with schools in Dade County helped each school develop systematic communication among teachers; one school developed a "passport" system, while another used common planning periods for teacher conferences. For communication with community agencies and other programs, the special education program initiated and established an advisory committee of school personnel and community agency representatives that reviewed programs, policies, eligibility criteria, and problems and progress in working together. These are but a few of the examples that illustrate the model programs' emphasis on, and effective use of, systematic communication. The content of communication emphasized by the programs went well beyond typical information, such as student schedules, homework assignments, and progress reports. It also included teachers', administrators', and parents' experiences, perceptions, and feelings. Role playing and role exchange activities increased understanding and communication.

Interested readers should review the status of communication within and between each level of their programs to determine its adequacy in terms of frequency, regularity, direction flow, target groups, and content relevancy. The model programs provide examples, standards, and strategies for comparison. Areas of discrepancy that may warrant special attention should be identified.

Defined Mental Health Roles of School Personnel

In their review of stress-related problems associated with mainstreaming implementation, Shaw and Bensky (1980) identified lack of clarity in defining roles and responsibilities of teachers and other school personnel as a major source of stress. They recommended that roles and responsibilities of personnel involved in mainstreaming be clearly defined, documented, shared, and reviewed by all participants to ensure adequate understanding of roles and to improve role performance.

In the six model programs visited in this study, each program had defined mental health responsibilities and assigned people to them. In Hastings, Minnesota, school social workers at the elementary level and school counselors at the secondary level had primary responsibility for seeing that the mental health needs of mainstreamed handicapped students were addressed. In the Montgomery County, Maryland, inservice training program, it was the consulting teacher specialists and the school inservice coordinators who had primary responsibility for monitoring and attending to the mental health needs of teachers and, indirectly, of students. The psychological services and guidance counseling staff in Mayfield, Ohio, functioned as mental health advocates within the system. Their focus was not exclusively on the student. Rather, they focused on the interaction between teacher-student-parent and other support services to make mainstreaming successful.

In Dade County the particular type of personnel who assumed such a mental health role varied from school to school. At Biscayne Gardens Elementary School the assistant principals and counselor played primary mental health roles on behalf of parents, teachers, and students. At McMillan Junior High School, the counseling staff planned and coordinated the extensive preparation activities for physically and other handicapped students being mainstreamed into the junior high school. At the Robert Morgan Vocational-Technical Institute, the special program staff provided support services for students and teachers, and the vocational guidance counselors coordinated the overall program between the vocational center, the home high school, and the student's parents. The mental health center was directly involved with students and their families through interagency agreements established with the school system. In Tacoma the school social worker provided liaison, support, and direct mental health services to students, teachers, parents, and families.

The New Haven program model emphasized the mental health role of all school personnel, as well as of parents. The emphasis on the development of a positive school climate for mental health required highly coordinated implementation that defined everyone's role as that of a mental health promoter. Besides those assigned primary responsibility for mental health, classroom teachers, building principals, specialty teachers, librarians, and maintenance and cafeteria workers were involved, too. The purpose of the process was the development of positive relationships between handicapped students, their nonhandicapped peers, and their classroom teachers. The assignment of key program personnel to have primary responsibility for seeing that mental health needs were identified and addressed established mental health advocates within the system and was a way of assuring that mental health needs would not go unmet.

Two general approaches can be identified among the six programs. The "total" approach, in which all school personnel are considered mental health personnel, is found in New Haven. The focus of this program was not mainstreaming per se, but the revitalization of schools through the systematic application of social and psychological behavioral principles. Changes in the schools, including role definition, through mental health consultation resulted in a school climate that facilitated mainstreaming. The second approach is selective assignment of school personnel to primary mental health roles related to mainstreaming—school social workers, school psychologists, inservice coordinators for mainstreaming, assistant principals, guidance counselors, and so on. This approach was used in four of the model programs: (a) the Tacoma public schools, (b) the Mayfield, Ohio, School District, (c) the Montgomery County public schools, and (d) the Dade County public schools, in a very eclectic manner. The Hastings, Minnesota, public schools combined these two approaches.

Implementers seeking to address the mental health needs of students, teachers, and parents could select one or a combination of these two approaches. Those interested in the total approach are encouraged to review *School Power* (Comer 1980), and should contact the community mental health center in their area to find out what resources are available. With the second approach, the school system's organizational structure and personnel system should be reviewed. Definition of roles and responsibilities would then need to be made, documented, and shared with other school personnel; primary and secondary assignments would then be made. Following the development of adequate understanding of roles within the schools, program implementation can begin and should be followed with continuous process and progress evaluation.

Active Parental Involvement

Each of the model programs placed priority on identifying and meeting parent concerns and needs and on involving parents actively. The Hastings, Minnesota, schools had a very active parent advisory group. The schools conducted a number of activities and provided a number of services to parents, such as conferences, orientation sessions, information nights, and other regular contacts. As a result of these efforts, the schools received a large outpouring of parental and community support and benefited from an extremely large percentage of parent participation in IEP and related meetings. The Montgomery County public schools established a Staff-Parent Committee for Cooperative In-Service Training. Through this committee, parents have become actively involved in planning and conducting inservice training in the schools. Another aspect of their parental involvement activities has been coordination at the school building level with the PTA Special Needs Committee. The Mayfield, Ohio, school district has an active Special Education ParentTeacher Group that serves as a support group and conducts training sessions for parents of both handicapped and nonhandicapped students. In Tacoma, parents were members of the Pupil Personnel Services Advisory Council, which reviewed and monitored the special education programs. In New Haven, parents participated in all levels of decision making, from minimal involvement to participation in school governance and personnel decisions.

In addition to the formalized mechanisms that each program developed, there were also clear indications of prevailing attitudes of respect for and partnership in working with parents. Project staff who participated in the site visits and talked with parents were told of their appreciation for these attitudes and outreach efforts; parents felt comfortable and respected, like full partners in their children's education programs because their input was heard and respected.

Many school districts have advisory groups or committees like those in the model programs. Unfortunately, some were reluctantly established after pressure was applied and have a tendency to "go through the motions" as far as parental involvement is concerned. For parent participation to work and to increase that involvement, school personnel must respect parents; parents are otherwise quickly turned off.

Activites To Increase Understanding and Acceptance

The model programs used a variety of specific activities to increase understanding and acceptance of handicapped students among their nonhandicapped peers. These included use of affective education programs and materials (Morse et al. 1980) as well as specific activities and materials designed to increase understanding and acceptance of handicapped students (Hughes and Lowman 1980). The Hastings schools conducted special awareness activities for nonhandicapped students ("Handicapped Awareness Week") and integrated units into the regular curriculum. They also used affective education materials and emphasized the teaching of social skills as part of the curriculum for handicapped students. The Montgomery County public schools adopted affective education programs and materials, awareness programs, and cooperative learning (Johnson and Johnson 1980). The Mayfield, Ohio, schools used presentation and demonstrations in the regular classroom (e.g., on the hearing aid) and student tours of the special education programs to facilitate understanding and acceptance. The Dade County schools used special affective education curricula, assigned special education students to regular homerooms, involved student leader groups within the schools in promoting understanding and acceptance, and incorporated these activities in their guidance and counseling activities. The Tacoma schools used peer tutoring and other structured peer interactions. The New Haven program developed, as a part of their project, a social skills curriculum that increased understanding and acceptance of others and improved students' social interaction and social behavior.

In the model program schools, concerted efforts were made to have special education faculty involved in regular school activities, thus facilitating communication and coordination between special education and regular classroom teachers. The special education programs and faculties were recognized as integral parts of the schools' programs. This "mainstream the faculty, then mainstream the students" approach seemed to work well, contributing to an overall climate of acceptance.

The model programs did not assume that social acceptance and interaction would occur as a result of the physical and temporal integration of handicapped students in the regular programs. As has been pointed out by Gresham (1982), to assume that placement of handicapped children in regular classrooms will result in increased social interaction and social acceptance is erroneous, based on review of research in this area. In a comparison of the social adjustment of mainstreamed physically handicapped high school students with their nonhandicapped classmates, handicapped students received significantly more positive peer ratings from their nonhandicapped classmates but lower rates of inclusion in group activities (Issacson-Kailes, et al. 1981). The ambivalent feelings physically handicapped students received from their peers may be reflected in the insecure sense of peer-related self-esteem that was indicated in the study findings. Kailes et al. also noted that the teachers, apparently, were unaware of these complex social interaction patterns. In an earlier study on peer acceptance by Hughes and Lowman (1980), parents expressed the concern that teachers were generally unaware of social interaction patterns in the classroom.

The model programs were proactive in efforts to assure that the intended social benefits of mainstreaming occurred. They used specific strategies and activities to promote understanding and acceptance and increase social interaction. Further, they were sensitive in monitoring the extent to which this actually occurred and quick to intervene when rejection and isolation were found. A good example of this was the integration of physically and other handicapped students into the MacMillan Junior High School in Dade County, Florida. Not only was there extensive preparation for the integration, but there was also continuous monitoring of the social adjustment process by the guidance counselors, teachers, and parents of the students. The continuous evaluation plan used by the New Haven program is a more systematic way of monitoring each student's performance.

Extensive lists of resource materials for promoting understanding and acceptance of handicapped students are available from the Council for Exceptional Children, the principal author, and the reader's State Department of Special Education. These materials can be replicated at minimal or no cost.

A Humanistic Approach to Provision of Support Services to Teachers and Students

All the model programs provided inservice training and support services to teachers and some to students as well. One strong point of these training and support services was the manner of presentation and the positive attitude of the providers. They placed emphasis on the importance of recognizing the competence of the regular classroom and special education teachers. They stressed the need for quick and sincere responsiveness to what teachers expressed as their needs and concerns. They viewed the teachers as real collaborators in the tasks of mainstreaming implementation and as valuable resources to the process.

Inservice training programs were primarily experiential. For example, role-taking exercises helped special education teachers understand regular classroom teachers' concerns and needs. Simulations of handicapping conditions, such as learning disabilities, helped teachers gain a better grasp of what students experience in the learning situation.

The content of inservice training was comprehensive, including introductory or basic levels of information, as well as specific instructional strategies and affective education. Staff development programs were often conducted by classroom teachers who had successful experiences with mainstreaming (another specific way of recognizing teacher competence). The inservice training unit of the Montgomery County schools, the Florida Diagnostic and Learning Resources System—South, and the Staff Development Program of the Tacoma public schools developed extensive support systems to aid classroom teachers.

Support services were also provided by the programs to meet special needs of handicapped students involved in mainstreaming. These services included, for example, special counseling groups composed of handicapped students with similar disabilities and special services and activities to support students in transition from middle school to high school.

The humanistic way in which the model programs provided training and support services to teachers and students, as contrasted with traditional approaches and those that emphasize only the legal mandates and requirements, resulted in increased commitment and greater participation in the program. In essence, because the inservice training and support services made teachers feel better about themselves and optimistic about the tasks needing to be done, the teachers were positive about mainstreaming and how it could benefit everyone.

A Favorable Financial Climate

Each of the exemplary programs was in a relatively favorable financial situation for funding programs and support services related to mainstreaming. Reasons for this varied. Three of the school systems had been very successful in securing Federal, State, and foundation monies. Two of the systems had very stable, local bases of support. One system was able to expand services as needs were identified because the State's structure and policy for funding special education programs and related services.

The Montgomery County public schools developed their inservice training unit for mainstreaming through a succession of Federal and State personnel development and demonstration grants, carefully orchestrated and sequenced so that each grant activity was used to help develop or refine a specific component of the system and to expand the total effort. Over time, and with demonstrated success of the program's activities, pieces of the system were being "picked up" by local funds, thus moving the program from "soft" to "hard" money support.

The Tacoma schools benefited financially from Washington's funding system for special education. Dollars flowed from the State to the local level, where children were being served. Because of progressive inclusion, Tacoma was serving handicapped students at a much higher level (e.g., as a percentage of the total school population) than other school systems in the State. To an already strong local funding base was added an increased flow of State monies, including Federal flow-through dollars for P.L. 94-142.

The New Haven schools project was supported by grants from the Ford Foundation, NIMH, and other external sources. In addition, parent and community support for the program was important during periods of reduced external support.

The Dade County schools benefited in their mainstreaming activities from Florida's double basic funding for handicapped students in regular education classrooms and also from their interagency agreements with mental health and other agencies for coordinated delivery of services. The double basic funding system supports and reinforces both special education and regular education when students are mainstreamed. It is a good illustration of fiscal policy being consistent with program policy.

The Mayfield, Ohio, school district and the Hastings, Minnesota, schools—the two smallest school systems among the six model programs—had very stable and favorable local bases of funding support. This was attributed to the generally strong economic climates of their respective areas and to sound financial management. Mayfield's superintendent, for example, was noted for his financial administration skills. Further, the size of the school systems, their emphasis on informal systems for providing services, and the nature of the support services they provided helped keep costs low. It was expected, for example, that program directors and principals would be involved in providing both direct and indirect services.

In each of the six model programs, the favorable financial climate was the result of planned action rather than mere happenstance. Two of the systems, however, were anticipating reductions in financial support that would require some modification in the scope and intensity of their services. In

Tacoma, State legislation, lower appropriations, and changes in fund allocation procedures were causes for concern. In Montgomery County, Maryland, declining Federal and State support for personnel development and demonstration projects, coupled with increased competition for local dollars amidst a decline in student population, necessitated a reduction in support personnel. Despite the implications for the shortrun, participants in both these systems were optimistic and actively trying to do as much, if not more, with less.

Although a healthy financial system in and of itself does not result in exemplary mainstreaming programs and practices, it is an essential ingredient that gives good program ideas and strategies a chance to be demonstrated.

Coordination With the Mental Health System

Coordination with area mental health programs and agencies ranged from extensive to minimal among the six model programs. In three of the programs--Tacoma, Dade County, and New Haven--mental health and education personnel actively collaborated in program planning and development. Dade County schools developed cooperative agreements with both public and private mental health agencies. The TOPS program for emotionally disturbed children is illustrative of the effective results of these efforts. The Tacoma public schools had similar arrangements that materialized in jointly conducted, school-based programs.

The most extensive mental health involvement was found in New Haven, where a preventive approach was applied to a school setting. The program developed from the traditional case conference model to a comprehensive, preventive approach resulting in a "positive school climate." The preventive element in the program was the early identification of and intervention with so-called at-risk children. The other three programs were less extensively involved with mental health agencies, using them primarily for referral and almost exclusively on an individual case basis; mental health consultation in their schools was limited.

As noted earlier, all these model programs had defined mental health roles and responsibilities for personnel within their school systems, so mental health consultation and support were provided primarily from within by school psychologists, guidance counselors, social workers, and the like.

Conclusion

In this study, six model programs for mainstreaming were selected on the basis of how they recognized, understood, and responded to the mental health needs of parents, teachers, and students involved in mainstreaming. The programs were diverse in terms of school system size, geographical location, socioeconomic background and cultural heritage. Across the 6 programs, 12 factors were identified and discussed in terms of (a) their contribution to program success and (b) their replicability. The programs demonstrate very vividly the exciting things that can be done to improve mainstreaming practices. It is hoped that other programs and school systems will imitate these exemplary efforts.

Chapter 4

Implementing Mentally Healthy Mainstreaming

The purpose of this chapter is to present some specific activities and strategies that can improve mainstreaming; they have been gleaned from the literature review and contacts made with programs around the country. The strategies address the needs of students, parents, and teachers involved in mainstreaming. The effectiveness of each strategy has been demonstrated by actual program implementation, databased evaluations, or both.

Eliminating and reducing teasing and name calling. One of the mental health concerns related to mainstreaming is the negative effects of potential teasing and name calling by the regular classroom students, which lower self-esteem and create negative self-concepts among handicapped students. Some specific suggestions for changing the regular students' attitudes toward handicapped students and reducing such incidents follow (Orlansky 1977).

- Invite the "troublemakers" into the classroom and arrange for them to share experiences with exceptional students.
- Start a tutorial program.
- Invite students from regular classes to participate in and assist with field trips.
- Use role playing with handicapped students, and discuss alternate ways to respond to name calling.
- Involve the special education teacher in school affairs so that he or she becomes a resource to the school.

Teaching social skills and informing exceptional students about their disabilities to enhance social integration. A California workshop, "The Handicapped in Our Society," included inservice education for faculty and a program for regular students to ask questions of a panel of handicapped students. Specific strategies used in conjunction with the workshop were: (a) teaching social skills through role playing and discussions, (b) forming support groups or clubs for high-school-age disabled students, and (c) giving students information about their disabilities so they could better relate their needs to others (Hedford 1979).

Increasing social interaction between handicapped and nonhandicapped children (cross-age grouping). A research study conducted by Cavallaro and Porter (1980) suggests that placing handicapped or at-risk children with normal children will not automatically lead to increased social interaction between these two groups. This study found that the interactions of at-risk and normally developing children in a preschool classroom were primarily with children from the same group. Physical mainstreaming alone does not ensure social integration between delayed and normally developing children.

The suggested strategy is to place at-risk children with normally developing children who are younger, while providing concurrent interventions that serve to maximize cooperative play. This strategy was used successfully at Kensington Elementary School, Montgomery County, Maryland.

Using positive teacher response to increase peer acceptance. This strategy seems to point out the obvious, but often it is helpful when research reinforces what teachers' natural instincts tell them. A research study reported by Foley (1979) confirmed that the way in which the child is responded to by his or her peers is influenced by the way the classroom teacher responds to the handicapped child. Positive teacher behavior leads to greater acceptance. Negative teacher behavior, such as a punitive tone of voice, leads to less acceptance. Teachers need to examine and change, if necessary, their response patterns to students who seem to be socially rejected by their classmates.

Assigning positive attributes to increase peer acceptance. In relating to the handicapped child in a regular classroom, teachers are often faced with the decision of whether to minimize the negative or maximize the positive. A research study by Freeman and Algozzine (1980) indicates that assigning positive attributes helps maintain favorable ratings. Altering or embellishing the characteristics of handicapped children is a productive means of alleviating negative attitudes toward them. Attempts to downplay or alter perceptions of the handicapped students' negative behavior is less beneficial than providing positive information about the students.

Providing out-of-school support groups. Students who are mainstreamed need strengthened self-concepts and interpersonal skills. This is particularly true with low-incidence student population groups, such as hearing-impaired, visually impaired, and physically handicapped students. The mainstreamed student may be the only blind student in a junior high school or the only wheelchair user in the senior class. An out-of-school support group for students in these types of situations provides an opportunity to share feelings and problems. A related project trained teachers to assess nonacademic factors such as student interaction, classroom climate, and handicapped student self-concept to promote integration of handicapped students. An out-of-school support group and a special training program for teachers have been used effectively in a Minneapolis, Minnesota, program (Hoben 1980).

Improving attitudes of handicapped students toward other handicapped students. The issue of peer acceptance is not restricted to the nonhandicapped student's acceptance of the handicapped student. Israelson (1980) reported on a strategy that was used to modify the negative reactions of hearing-impaired students to another deaf child who was physically handicapped. The strategy was a miniunit that included simulations of handicapping conditions, visits with persons with multiple handicaps, role playing, and group discussion.

Emphasizing cooperative learning experiences. Three types of instructional situations may be implemented in the mainstreamed classroom. These include competitive, individualistic, and cooperative learning experiences. Research has suggested that competitive and individualistic learning experiences tend to promote rejection and increase or continue negative impressions of handicapped students held by their nonhandicapped peers. Cooperative learning experiences tend to increase acceptance and foster positive attitudes toward handicapped children, improving their academic and social integration.

According to David and Roger Johnson, directors of the Cooperative Learning-Mainstreaming Project,

> There is considerable evidence from research and practical experience indicating that physical proximity between handicapped and nonhandicapped students will increase stereotyping, derogation, stigmatization and hostility unless interaction is structured cooperatively. By placing handicapped and nonhandicapped students in the same cooperative learning group, their social and cognitive development, self-esteem and achievement will be maximized.
> (Johnson and Johnson, 1980, p. 91).

A number of research and demonstration projects by Johnson and Johnson (1980) indicated that teachers can structure interactions among students that will encourage an accepting and supportive relationship between nonhandicapped and handicapped students. Special education teachers can cooperatively teach lessons with regular teachers. Specific procedures were outlined by the authors.

The cooperative learning approach is being demonstrated in a number of school systems around the country. In mainstreaming projects, the purpose is to train collaborative school teams consisting of several regular classroom teachers, one or more special education teachers, and a school administrator. The field demonstration project sites are located in Hopkins, Minnesota; San Diego, California; Mansfield, Minnesota; St. Paul, Minnesota; Jefferson County, Colorado; Lincoln, Nebraska; South Royalton, Vermont; South Brunswick, New Jersey; Madison, Wisconsin; and Elgin, Illinois.

Using games analysis. A large percentage of handicapped children are mainstreamed into specialty areas, including physical education. Too often, special education and regular education teachers assume that since these are nonacademic areas, little or no modification needs to be made to facilitate successful mainstreaming. This is not the case. When mainstreaming students into any regular education area, whether it be academic or specialty, the individual needs of each student must be considered. Games analysis is a process that helps teachers modify a game or design a game that accommodates individual motoric differences as well as promoting specific behavioral outcomes, such as cooperation (Marlowe 1980).

Using volunteers for special education. One of the things that leads to distress among educational personnel involved in mainstreaming is the feeling that the demands of the program and the needs of the students are beyond the limits of existing resources. One way to alleviate this distress is to provide additional resources to close the gap. A parent volunteer program at First Ward Elementary School in Morgantown, West Virginia, demonstrated how use of parent volunteers can be helpful to the implementation of a mainstream program for learning-disabled students.

A committee, comprised of a special education teacher, two regular classroom teachers, and the school librarian, was established to set up the program, with a parent serving as coordinator. Recruitment of volunteers was carried out through letters to parents, phone calls to the local retired senior volunteer agency, and a presentation at the PTA meeting. Volunteers were assigned to one of four areas: one-to-one work with students, small group work, clerical duties, and activities outside the classroom, such as preparation of special materials.

Implementing mainstreaming in reverse: project special friends. Mainstreaming in regular education classrooms is not an appropriate service arrangement for severely retarded students. However, a program that provides for interaction between severely retarded and normal students can increase positive social interactions between nonhandicapped and handicapped students at school and in the community. Such a program was carried out at Lemont Elementary School in State College, Pennsylvania (Poorman 1980). Students became more aware of their classmates' problems and more willing to help. An understanding of the feelings of others was more evident. Parents of nonhandicapped and handicapped students in the community reacted favorably to the program. From a practical resource perspective, the teacher received assistance in providing one-to-one instruction for students in the special education class.

Student volunteers worked with retarded children in free and structured play situations, manipulative activities, gross motor skill activites, self-help skills, auditory and visual training, and sensory stimulation. Student volunteers generally spent 30 minutes per day, 2 or 3 days per week in the special class. Activity books were provided for the students to follow, and the teacher kept records of activities, using them to check on the progress of individual children.

Using films to encourage positive attitudes toward handicapped children. Many multimedia materials on the market are designed to introduce handicapped children to their nonhandicapped peers and increase acceptance. Film is used extensively. The effects of a film on nonhandicapped students' attitudes toward handicapped children, as measured by a social distance questionnaire, indicated that the film may have some immediate positive effects but that these effects were not long lasting (Westervelt and McKinney 1980). The authors suggested that films focusing on similarities of interests of the handicapped child and his or her nonhandicapped peers may be useful to show to children immediately before the entrance of the handicapped child into a class. A film alone does not appear to be sufficient, however, in answering all of the questions and doubts that nonhandicapped children have about handicapped children. The authors recommended that film be used in conjunction with other activities.

Increasing understanding of the handicapped through literature. Books can help both children and adults understand and accept the disabled since they "give you and your child pictures to stare at, handicapped people to speak about, uncomfortable feelings to share, and because that is how people, children and adults become easier with what is strange to them" (Engel, 1980, p. 27). According to Engel, books must be evaluated for literary quality, mainstreaming goals, and the needs and abilities of young children. Engel included an annotated bibliography of books about disabilities suitable for young children.

Educating nonhandicapped students about their handicapped peers. Research has shown that the negative attitudes of nonhandicapped children toward their handicapped classmates can be changed to be more positive through exposure to educational and enlightening instructional materials and experiences. A variety of materials are available for educating nonhandicapped students about their handicapped peers. Litton, Banbury, and Harris (1980) compiled an annotated list of mainstreaming resource materials for teachers, including books about handicapped students and mainstreaming instructional materials for non-handicapped children.

Mainstreaming parents. The inexperience and misconceptions of parents of the nonhandicapped often cause them to resist the enrollment of handicapped children in regular classrooms. Parents of the handicapped are often anxious that their children will not be able to do the work and may be rejected. These fears and concerns can be addressed by involving parents of the handicapped along with parents of the nonhandicapped in mainstreaming. Karnes (1978) discussed attitudes, new knowledge, and specific skills relevant for mainstreaming parents of the handicapped. Karnes also discussed specific ways for working with parents and specific skills that teachers will need to promote parental involvement successfully.

Implementing a weekly share time. Mainstreaming provides an opportunity for the handicapped and nonhandicapped students to develop a better understanding of themselves and others. In an effort to get a third grade class and an intermediate mental disabilities class to become concerned about each other, the regular education and special education teachers at Orange Elementary School in Waterloo, Iowa, implemented a weekly share time. The teachers wanted to promote understanding through social involvement, and initiated the weekly share time activity as a way for the students to share experiences and personal items of interest. The sessions have now expanded into other areas of the curriculum and have involved science field trips, development of learning stations for use by small groups, and cooperative activities such as cooking lunch together, planning a special Thanksgiving feast, singing Christmas carols together at the school Christmas program, exchanging valentines, exchanging letters, viewing films, playing bingo, and attending a picnic at the end of the school year.

Having parents train parents. Providing information, training, and support to parents whose children are involved in mainstreaming is the major purpose of the Pacer Center. The center informs parents of handicapped children about their rights under P.L. 94-142 and State laws. Most of the staff are parents of handicapped children. Five levels of program activity include public information and education, workshops for parents of all handicapped children, workshops for specific groups, advocacy training, and individual advocacy assistance. The project's operational base, Pacer Center, Inc., which stands for Parent Advocacy Coalition for Educational Rights, is located in Minneapolis, Minnesota.

Implementing peer-to-peer inservice training activities. Inservice training has been a key for providing support to special and regular education classroom teachers. Coffee-Plus became the name associated with the implementation of the inservice training program at the Walnut Street Elementary School, Toms River, New Jersey, that represents a break from traditional approaches. Coffee-Plus combines social activities with inservice training. These are voluntary programs held before school that address staff concerns about mainstreaming. Teachers decide what topics they want addressed, and there is administrative support and participation. Homegrown talent is used whenever possible, emphasizing special strengths of the staff. Programs are fun, brief, and to the point. Programs have included "Raisins and Rosa," on the auditorally impaired; "Just Desserts in the Resource Room," on visual perception; "Crepes and Control," on classroom management; and "Rappin with Tappan," on questioning techniques. Teachers involved in this inservice training program reported that they had improved their skills in group process and found abilities within themselves that they had not before realized they had. The peer-to-peer inservicing has helped to develop an atmosphere of cooperation and mutual professional respect among staff members.

Implementing the floating faculty model. The floating faculty model is a unique teacher-to-teacher staff development model being implemented in the Prince Georges County public schools, Upper Marlboro, Maryland. The floating faculty consists of 15 teachers and a principal, centrally based but capable of being deployed to schools identified as needing their service. The strength of the program lies in the fact that it has been designed to be conducted by teachers for teachers. Program elements are related to teacher effectiveness training, assertive discipline, verbal and nonverbal communication skills, student team learning, and multicultural education. The floating faculty provides service in identified schools by pairing a floating faculty teacher with a school-based teacher. The model has had an 86 percent success rate in meeting its goals.

Establishing a parents advisory committee. An effective strategy in meeting the mental health needs of parents of handicapped students involved in mainstreaming is the use of a parents advisory committee. The Kennebunk-Kennebunkport School District in Maine formed their Parents Advisory Committee on Special Education in 1968 in order to study the special education programs in the school district and to recommend philosophy and programs as needs arose. Through an advisory committee, parent leaders can have a great influence on the remainder of the community and can be an important force for expanding the program and acquiring funds and positions. Parents participating in such committees (where their input is totally accepted) feel that they have a say in the programs and that their concerns and needs will be addressed. In addition, specific needs of parents may be addressed through special courses or programs arranged by the committees.

Disseminating information about resources. The Boston public schools developed a project called the Boston Special Needs Connections Project, established as a short-term program to research, publish, and disseminate information about services for children with special needs in Boston. This type of project, and the products that result from it, helps address some of the mental health concerns of parents and teachers who ask the questions, "Where do I go? Where should I begin?" Lack of information about available resources, or lack of knowledge as how to access those services, can lead to frustration and despair. The availability of information helps to reduce this frustration and eliminate the despair that often accompanies it.

The project has developed the publication *Connections: A Directory of Services for Children with Special Needs in the Boston Public Schools, a Parent-Student Guide* and a series of booklets that address such topics as special needs resources and laws, health services, recreation and the arts, child abuse and neglect, and employment, vocational training, and rehabilitation programs. Ready access to information and direction services helps minimize the anxiety of parents of handicapped children seeking help. The need for such information and direction service exists whether the system be a large, suburban system, a small suburban one, or a rural school district.

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Appendix A

Additional Programs

This appendix contains brief descriptions of programs that reflect sound mainstreaming implementation from a mental health perspective. Descriptions emphasize aspects of each program that address mental health concerns and needs of students, teachers, and parents, although no attempt is made to describe these programs in detail. We hope enough information has been provided to stimulate the reader's interest and direct the reader to sources of additional information about each program.

Name	*Location*
• Project Monitor	Cambridge, Massachusetts
• Teach Us as We Are	Spring Branch, Texas
• The Primary Mental Health Project	Rochester, New York
• Project FAST and Project CITES	Essexville and Bay City, Michigan
• The Special Friends Program	Kailua, Hawaii
• Project Stay—School To Aid Youth	Moore, Oklahoma
• Learning and Adjustment Program	Norristown, Pennsylvania
• Mainstreaming Program	Philadelphia, Pennsylvania
• Laboratory Science and Art for the Handicapped Child in a Mainstream Setting	Washington, D.C.
• Pittsburgh Model Program for Secondary Students with Learning Disabilities	Pittsburgh, Pennsylvania

Project Monitor. Cambridge School Department, Bureau of Pupil Services, 159 Klondike Street, Cambridge, MA 02141, telephone 617–498–9284/9285. Contact person: Ellen Willard, Generic Specialist, Project Monitor.

A key emphasis of Project Monitor is to provide support to the regular classroom teacher with additional supplemental services to mainstreamed handicapped children through evaluation and monitoring of student progress in the mainstream setting. The school district serves a total school population of 8,000–9,000 students in a suburban environment with a multicultural population. Many objectives of the project reflect its mental health orientation. Objectives include helping students to interact positively with peers in the regular classroom, to develop a positive self-image, to become more independent learners, and to identify themselves as regular class students rather than special needs students. Another goal is to decrease the stigmatization of students with special needs in the regular classroom.

Three generic specialists and one aide serve three elementary schools and the high school. They provide support, consultation, team teaching, and demonstration teaching services for regular classroom teachers. The project is involved in instituting schoolwide programs to promote acceptance of differences among the student population. Student tutors are used in two of the schools. Project Monitor staff have compiled an excellent resource notebook, entitled "Mainstream: A Manual for the Classroom Teacher." The program has been recognized by the Massachusetts Department of Education and is the recipient of a Promising Practices Award, which provides funds for dissemination of information about the project to other Massachusetts school districts.

Teach Us As We Are. Spring Branch Independent School District, 955 Campbell Road, P.O. Box 19432, Houston, TX 77024, telephone 713-464-1511. Contact person: Mrs. Lucinda Randall, Executive Director, Special Education.

The special education program of the Spring Branch Independent School District serves a handicapped student population of about 3,200 out of a total student population close to 34,000. The school district is primarily suburban, although there is some mix of urban features as the inner-city area expands, with an increasing influx of minority population groups, including Mexican Americans, blacks, and orientals.

For both special education and regular education teachers, the school district provides services through the Skills Development Center, an extensive materials center, and a professional growth program. Needs assessments are conducted with teachers to determine priority training areas.

Services to students are extensive. A concentrated effort has been made in the past several years to improve the extent and quality of mainstreaming at the secondary level. A program called Synergistic Education at the secondary level is for learning-disabled students. It includes a high-intensity learning lab, a content mastery program that provides support for mainstreaming, a parent training program, and a special affective education program.

The key service provided to special education students in dealing with mental health concerns related to mainstreaming is provided by special education counselors. Counseling services are provided by certified counselors who help children understand their special needs, train children in psychosocial skills, assist parents in understanding the special needs of their children, and train parents to assist in their children's intellectual and psychosocial development. The counselors consult with students who are having major behavioral, adjustment, or emotional problems. They work with all handicapped students and will confer with teachers, principals, and parents to determine the children's needs. They observe classrooms, visit homes, and contact supportive personnel when necessary; counsel children in group or individual sessions; and recommend educational plans to meet the children's needs.

In administration of special education programs, special education coordinators are teamed with regular education coordinators so that there is active cooperation and coordination at this level in program implementation. At least once a year a special program is conducted for principals. A principal's handbook that outlines policies and procedures in mainstreaming implementation has been developed.

The special education department has produced a number of materials and products, including curriculum, audiovisual and instructional aids, and brochures. These include: a handbook for mainstreaming entitled "Teach Us As We Are"; *Synergistic Education*, a brief monograph describing programming for the learning-disabled adolescent; and an IEP parent guide.

The Primary Mental Health Project. 575 Mt. Hope Avenue, Rochester, NY 14620, telephone 716-275-2547. Contact person: Dr. Emory L. Cowen, Director.

The Primary Mental Health Project (PMHP) is a program for early detection and prevention of school adjustment problems. PMHP started in 1958 as a pilot demonstration project in the Rochester schools. It has now expanded to 25 schools in the City of Rochester and several suburban school districts in a cooperative educational services area. There are about 13,000 children in the 25-plus schools currently served by PMHP. In each of the past several years, intensive helping services have been brought to 1,100 to 1,200 children, primarily in kindergarten through third grade. The goal of PMHP is to help each child get a good start in school by fostering a healthy self-concept, improved social skills, and school performance up to the child's potential.

The PMHP process begins with systematic early detection of school adjustment problems in kindergarten and first grade children, based on screening by the school psychologist, interviews with parents by social workers, and teachers' behavior ratings. Once a child is accepted into the program, goals are established and a carefully selected child aide is assigned to work with the child outside the classroom setting for 30 to 45 minutes once or twice a week. Aides work with children individually and occasionally in small groups; they are under close professional supervision. Aides are trained, supervised paraprofessionals selected on the basis of personal maturity, experience, and ability to relate to children.

The PMHP model represents a mental health approach that facilitates mainstreaming of mildly handicapped children through the mental health support provided to the child and to the parents. The PMHP staff has developed a regional and national dissemination program providing workshops, site visits, and internship training opportunities. Replications and adaptations of the program have been implemented in more than 50 school districts and in 300 schools around the country.

Project FAST. Essexville Hampton Public Schools, Essexville, MI 48732, telephone 517-893-4533. Contact person, Herbert Escott, Director.

Project CITES. Bay-Arenac Intermediate School District, Bay City, MI 48706, telephone 517-686-6380. Contact person: Nelson H. Good, Director.

These two programs are presented together because Project CITES is an extension of Project FAST to the secondary level.

Project FAST, Functional Analysis Systems Training, serves three elementary schools (grades K through 6) and provides mainstreamed education services to students with moderate and severe learning problems or disabilities in reading, language, speech, vision, motor coordination, audition, or social/emotional development. Approximately 175 handicapped students are served, with 90 percent of these students being mainstreamed. The school district population served is primarily suburban and white. The program stresses classroom organization using learning centers, behavior management focused on students' managing their own behavior, assessment of developmental levels, cross-age tutoring, and IEPs.

Special support personnel who provide ongoing diagnostic, prescriptive, and evaluative services are available. Inservice training is provided to teachers to help them develop nine basic teaching tools leading to the implementation of an ongoing diagnostic-prescriptive-evaluative teaching process.

There is extensive parental involvement reflected in the high percentage of participation in IEP planning meetings, in the development and continuation of parent interest groups, and in the number of parent-made educational materials in use in the program. The project has been recognized by the U.S. Office of Education Joint Dissemination and Review Panel as an exemplary project.

Project CITES, Comprehensive Interlocking Teams for Educational Support, includes teacher training activities focusing on communication and relationship skills, diagnostic and prescriptive teaching techniques, and classroom organization. The emphasis on communication and relationship skills is addressed through systematic focus on the problem-solving process and utilization of transactional analysis and teacher effectiveness training.

The program has been implemented in three area high schools—one innercity, one suburban, and one small rural high school. In each of these schools parent groups have been initiated, for both therapeutic and educative purposes. Group meetings of parents of CITES students are held regularly for sharing information, communicating feelings, and dealing with organizational issues related to the parent volunteer program.

As a result of the program, participating schools have reported less vandalism, better attendance by teachers and parents, changes in teachers' perceptions of problems, greater staff satisfaction, improved grades, less disruption by students, and greater parental participation and satisfaction. Evaluation reports and research studies are available, as well as a variety of training materials and procedural manuals.

The Special Friends Program. Kainalu Elementary School and Kailua Intermediate School, Windward Oahu School District, Kailua, HI. Contact person: Dr. Luanna M. Voeltz, Assistant Professor, Department of Special Education, 1776 University Avenue, UA1-3A, University of Hawaii, Honolulu, HI 96822.

The idea for this program, a cooperative effort between the University of Hawaii Department of Special Education and the State Department of Education, came from the parent of a nonhandicapped child who was working as a volunteer in the elementary school. The program illustrates the potential mental health benefits to nonhandicapped students involved in the mainstreaming process. The program consists of scheduled opportunities for interaction between a group of regular education special friends selected from grades 4 through 7 and their severely handicapped peers enrolled in self-contained classes. In the program, each nonhandicapped child spends three weekly recess periods with a handicapped special friend. The nature of the one-to-one interactions between children is structured by the special education teacher and includes activities ranging from peer tutoring to free play. Group discussions with a program trainer/coordinator to support sensitivity, awareness, and communication skills are held one to three times weekly during recess and involve all the regular education student participants. A survey of attitudes toward handicapped children showed that the regular education children developed more positive attitudes toward the special education children. They were more willing to accept handicapped students as fellow friends and students, and, as a result, special education children showed marked improvement in their social skills. Materials on the program are available, including evaluation reports and a facilitator's manual.

Project STAY—School to Aid Youth. Moore Public Schools, 400 North Chestnut, Moore, OK 73160, telephone: 404-794-1874. Contact person: Pat Ross, Director of Guidance.

In Project STAY the emphasis is on building positive self-concepts through achievement. Project STAY provides early identification and treatment of children who are usually of average or above average intelligence but who have specific social-emotional and academic needs. Project STAY provides services to students from all 114 elementary schools in Moore, a suburban school district located just outside Norman, Oklahoma. The program, serving 40 to 50 students annually, is now in its 10th year of operation and has been validated at both the national and State levels. Students attend the Project STAY learning center for a half-day and their regular classes for a half-day. This schedule permits two different groups to visit the learning center each day.

The project acquaints regular classroom teachers with specific instructional patterns for students with special social, emotional, or academic needs. Information on the student's participation in the project is communicated through the elementary counseling program to parents and teachers.

A strong mental health orientation in the project is reflected in its guidance and human relations services. Each student is involved in group discussions, under the guidance personnel, aimed at problems typical of that student's age group. The program emphasizes the importance of healthy family, school, and neighborhood relationships. Program strategies and activities include DUSO (*Developing Understanding of Self and Others*), use of comic strips, body puppets, *Magic Circle*, pantomine, a project booklet entitled, "Learning about Learning, Me," and TA for Tots.

Project STAY was not originally designed or developed as a mainstreaming project for handicapped children. However, the project has served many students with mild emotional and learning problems who have benefited from early intervention. The organization of the program, its staffing patterns, and its innovative teaching strategies support mainstreaming implementation at the primary level.

A 30-minute color slide and sound presentation on Project STAY is available, in addition to a number of printed reports and publications. Many innovative teaching techniques have been designed and are used by Project STAY staff in academic areas. These have been compiled in a nicely illustrated booklet, "Teaching Ideas That Work in Project STAY."

Learning and Adjustment Program. Montgomery County Intermediate Unit, Special Education Center, 1605-B West Main Street, Norristown, PA 19403, telephone: 215-539-8550. Contact person: R. Thomas Marrone, M.D., Chief Child Psychiatrist.

The Learning and Adjustment Program, a comprehensive program for emotionally disturbed children from kindergarten through high school, uses mental health professionals within the school setting who assist in the mainstreaming effort. The mental health professionals serve primarily as group leaders and train teachers and aides in group therapy techniques. The process of conducting therapeutic discussion groups in the classroom with teachers and aides as cotherapists with mental health professionals is one of the unique aspects of the program. This process provides an opportunity for the therapists to train the teachers and teacher aides in psychotherapeutic techniques and understanding and, at the same time, for the teachers to train the therapists in group educational methods and procedures.

The principal developers of this program, Nancy Anderson, assistant director of special education, and Thomas Marrone, chief child psychiatrist, identified several benefits to this program model: (a) Groups become an effective vehicle to providing support to teachers; (b) groups provide a set time for teachers to listen to children and for children to listen to children; (c) groups provide a time in the curriculum for dealing with the children's affective needs in the areas of understanding self and others; (d) groups enable the mental health professionals to identify ongoing changes and intervene early in cases of potentially severe pathology; (e) groups provide encouragement for improvement in the student's behavior; (f) groups show a ripple effect of empathy through training children as therapeutic change agents and through the modeling of this behavior by the adults; and (g) the training and psychodynamic understandings that occur assist teachers in choosing appropriate methods and techniques for dealing differentially with the students' behaviors, thus diminishing classroom management difficulties.

Other key components of the program include social work and parent education. The Learning and Adjustment Program has been documented in a series of five videotapes with related booklets. Each set of videotapes and booklets covers a different aspect of the program.

Mainstreaming Program, Philadelphia Public Schools. The School District of Philadelphia, Division of Special Education, Stevens Administrative Center, 1st floor, 13th and Spring Garden Streets, Philadelphia, PA 19123, telephone 215:351-7221. Contact person: Win L. Tillery, Ph.D., Executive Director, Special Education.

The Philadelphia public schools, with a total student population over 200,000 and approximately 25,000 students in special education and related services programs, serve a large urban school district with a large, diverse minority population that is 60 percent black and 7 percent Hispanic. The school district's organization into seven areas overlaps with the organization of mental health programs in the Philadelphia area. There are several programs involving cooperation between the school system and mental health agencies. The education and consultation units of the community mental health center programs are used on a referral basis for individual cases. Also, mental health professionals provide presentations to faculty and parent groups and make program and class consultations as well. The system uses a wide variety of approaches for preparing teachers and pupils for mainstreaming that have been developed over the past decade.

Mainstreaming is accomplished primarily through an extensive resource room program, originally only at the secondary level. In establishing the resource room program, staff development for regular teachers was supported by a succession of Federal grants. For example, the Teacher Activity Center was established for regular and special education teachers, parents, and administrators to receive training in the mainstreaming process. Another program developed was the Skills Development Center project, which provided services designed to encourage mainstreaming of mildly handicapped students into secondary school classes. Resource room teachers in participating schools produce instructional modules that are disseminated to and utilized by regular education teachers with mainstreamed students. Resource room teacher training packages, parent training packages, and videotapes are used. A comprehensive series of resource manuals that clarify roles and responsibilities is available. A videocassette series on mainstreaming and due process has been developed for inservice training of teachers.

A parent training program, initiated in October 1980, involves groups of parents from all schools participating in exceptional children's programs. The program is designed to improve parents' attitudes toward the school, disseminate information related to their children's handicaps, develop skills and techniques for use in the home, and develop skills that enable parents to perform school volunteer duties and train other parents. A parent training coalition consisting of parents, representatives of community service organizations, teachers, child study evaluation team members, and the school counselor and principal provides consultative leadership for the parent training program in each school.

Peer acceptance and awareness activities use program such as the "Like You, Like Me" series, the "Zoom" series on special children, and a specially developed comic book series, "Quadrus and Friends." With the exception of special programs for physically handicapped and blind students, self-contained classrooms are located in regular school buildings. Reverse mainstreaming is used. Higher functioning special education students and regular students work in special classes as tutors and help on field trips into the community.

Laboratory Science and Art for the Handicapped Child in a Mainstream Setting. The American University, College of Arts and Sciences, Department of Chemistry, Massachusetts and Nebraska Avenues, N.W., Washington, DC 20016, telephone 202-686-2332. Contact person: Doris E. Hadary, Professor of Chemistry and Project Director.

One of the more difficult aspects of mainstreaming handicapped children into regular classrooms is planning for appropriate instructional integration. This program represents a highly successful effort in curriculum modification and instructional adaptation in the area of science.

In the program, science experiments are integrated with art projects that help to develop the children's competencies in asking questions, seeking answers, finding form and order, and discovering new relationships through experiences. Experiments have been adapted from several major science curricula. A number of areas of students' development are related to mental health objectives and the development of a positive classroom climate. These include (a) development of values, (b) development of self-esteem, (c) absence of reduced general anxiety, (d) ability to handle stress and frustration with a minimum debilitating effect, (e) shaping a good academic self-concept, and (f) ability to identify a problem. The activities of the program increase students' resourcefulness in dealing with characteristics of themselves and their environments.

This model program presently involves primary, junior high, and secondary public schools in Washington, D.C.; Santa Barbara, California; and Milwaukee, Wisconsin. The handicapped populations include blind, visually impaired, deaf, auditory-impaired, emotionally disturbed, and learning-disabled students, plus children with communication problems. A number of materials and resources, including a book and five films, have been prepared.

Pittsburgh Model Program for Secondary Students with Learning Disabilities. University of Pittsburgh, Special Education Program, 5P22 Forbes Quadrangle, Pittsburgh, PA 15260, telephone 412-624-5163. Contact person: Lorie Buchwach, Field Site Coordinator.

This program has been developed and demonstrated over a 3-year period in the Pittsburgh public schools and has been replicated by the Delaware County Intermediate Unit in Media, Pennsylvania (the project coordinator there is Margaret Adelman).

In addition to typical referral procedures, the program utilizes an often overlooked source of referral, students themselves. The self-referral process begins when program staff meet with students (usually in their English classes) to explain the learning disabilities program. Students are encouraged to refer themselves if they feel they might be eligible for services.

A major part of this program is the emphasis on the development of appropriate social skills. Explicit instruction in social perception and social behavior, designed to prepare adolescents to become adequately socialized adults, is provided. The program has developed the School Survival Skills Curriculum, for exploring and developing coping skills essential to survival in high school. The curriculum is divided into four strands--behavior control, teacher-pleasing behavior, study skills, and career awareness. Group interactions provide students with an opportunity to practice the skills being taught and to receive feedback from their peers for successful application of the skills. Videotaping and audiotaping are used to allow students to review their behavior in specific role play situations. Through the weekly group meetings, students are made aware of what behaviors make classroom situations more positive; they learn to recognize the impact of their behavior on teacher and student attitudes and to modify behavior.

Appendix B

Resource Materials

This appendix contains annotated listings of selected materials for use with students, parents, and teachers in mainstreaming programs. Materials included represent approaches to mainstreaming that address the mental health needs and concerns of these groups. The materials are categorized under two headings: "For Use With Students" and "For Use by Parents and Educators." A more extensive listing of resource materials may be obtained by writing directly to the principal investigator.

For Use With Students

For Use With Students in Kindergarten through Grade 3.

Accepting Individual Differences (AID). Developed by Dr. Shirley Cohen, Special Education Development Center, City University, New York; published by Developmental Learning Materials (DLM), 7440 Natchez Avenue, Niles, IL 60648. This multimedia program consists of five teacher's guides, four 11-by 14-inch story flip-books, one audiocassette, and one overview guide. The program involves students in sequential discussions and gamelike activities; it covers visual impairments, motor impairments, hearing impairments, mental retardation, and learning disabilities. Teacher's guides present basic information about each type of disability, offer instructor and student activities, and suggest learning experiences.

For Use with Students in Preschool Through Grade 9.

American Guidance Service instructional programs. Produced by and available from American Guidance Service (AGS), Publishers Building, Circle Pines, MN 55014, telephone 612-786-4343. These multimedia programs are available:

Developing Understanding of Self and Others (DUSO) (1970, 1973). DUSO kits (D-1: for use with kindergarten and lower primary children; D-2: for use with upper primary children) are programs of activities and materials designed to encourage healthy social and emotional development.

My Friends and Me (1977). This program (for use with preschool children) includes daily group activities and related home activities that emphasize appreciation of personal identity and development of social skills and understandings; pictures of physically handicapped children and adults are included in the program.

Toward Affective Development. This program (for use with children in grades 3-6) is activity centered and designed to stimulate psychological and affective development; it focuses on students' real-life experiences and on their developing patterns of motivation, feeling, understanding, and participation.

Transition. This program (for use with children in grades 6-9) aims at helping students through the difficult passage from childhood to middle adolescence.

For Use with Students in Primary, Intermediate, Middle, Junior High, and High School Grades.

Curriculum for Meeting Modern Problems. Developed by Lakewood Board of Education, 1470 Warren Road, Lakewood, OH 44107; available from the Order Department, Educational Research Council of America, Rockefeller Building, 614 W. Superior Avenue, Cleveland, OH 44113. These teachers' and students' manuals provide teachers with an approach for dealing with the causes and consequences of behavior in the classroom. Curricula are available for various grade levels, from elementary through high school. The materials are as follows:

Dealing With Causes of Behavior (elementary curriculum). This manual is available in two editions: one for primary grades (1–3) and the other for intermediate grades (4 and 5).

Dealing With Aggressive Behavior (middle school–junior high school curriculum). This manual provides students with learning experiences and information that will enable them to make constructive decisions when facing situations that could lead to aggressive actions.

The New Model Me (high school curriculum). This manual takes a positive, preventive approach to the study of behavior and aggression. Self-awareness and values clarification play an important part in helping students gain a better understanding of why people do the things they do.

For Use With Students in Kindergarten through Grade 12.

Educational Television Programs. Produced and distributed by the Agency for Instructional Television, Box A, Bloomington, IN 47401; available through your state education agency. These 15-minute film programs (87 in all) consist of the following:

All About You (30 programs). These films (for use with children in kindergarten–grade 3) help children explore their minds and bodies as they grow physically, mentally, emotionally, and socially.

Inside Out (30 programs). These films (for use with 8- to 10-year-olds) are designed to help children understand and cope with their emotions. They promote recognition that the way people live, the kinds of decisions they make, and how they feel are important to well-being.

On the Level (12 programs). These films (for use with children in grades 9–12) are aimed at enhancing the personal and social growth of high school students; they dramatize some common problems in the areas of self-concept, physical health, and interpersonal relationships and discuss emotional and intellectual issues.

Self Incorporated (15 programs). These films (for use with children in grades 4–8) attempt, by stimulating reflective thinking and open discussion, to help students deal with some of the pressures of early adolescence—cliques, dating, physical change, failure, disappointment, family life, ethnic and racial differences, and male and female identity.

For Use by Classroom Teachers and Guidance Counselors with Children in Kindergarten through Grade 6.

Focus on Self Development. Published by Science Research Associates, Inc., 259 East Erie Street, Chicago, IL

60611. This **multimedia program** consists of a manual, filmstrips, story records, pupil activity books, and a handbook for counselors. This developmental program is designed to lead children toward an understanding of self, others, and the environment and its effects.

For Use with Nonhandicapped Children in Grades 3 Through 9.

Kids Come in Special Flavors Classroom Kit. Published by The Kids Come in Special Flavors Co., Box 562, Forest Park Station, Dayton, OH 45405. This **multimedia package** consists of print materials, a cassette tape and props, and a 75-page guidebook. The kit includes materials for 16 activities designed to simulate the inconvenience of a handicap. It is intended to prepare nonhandicapped students for mainstreaming by helping them understand, through involvement, what it is like to be handicapped by conditions such as blindness, learning disabilities, hearing loss, mental retardation, and orthopedic impairments.

For Use with Handicapped and Nonhandicapped Children.

The Kids on the Block. Developed by Barbara Aiello (puppets constructed by Ingrid Crepeau); published by The Kids on the Block, Inc., Suite 1040, The Washington Building, Washington, DC 20005. This **multimedia package** consists of 6 puppets, 1 teacher's guide, 5 cassette recordings of 10 full scripts, 1 additional cassette of operation instructions, various props, 30 Chatabout cards (8- by 10-inch photographs of handicapped people performing a variety of tasks in various settings), 30 Braille alphabet cards, and 1 Braille book (with script in both print and Braille). This program uses puppets, cassettes, and various other materials to foster the integration of handicapped and nonhandicapped children in regular classrooms. The teacher's guide contains 10 "classroom-proven" scripts featuring the puppets; suggestions for followup discussions; curriculum ideas for preparing disabled and nondisabled children for mainstreaming; examples of questions children usually ask, as well as suggestions on how they may best be answered; illustrations of the manual and Braille alphabets; and an extensive bibliography of children's literature that educates nonhandicapped children about the abilities of the handicapped.

For Use with Children in Kindergarten through Primary Grades.

Like You, Like Me (Series 3550). Published by the Encyclopaedia Britannica Educational Corporation (E.B.E.), 425 North Michigan Avenue, Chicago, IL 60611. This **filmstrip series** (5-6 minutes each) contains 10 animated films designed for use by teachers who are integrating handicapped children into the regular classroom. The films consist of short stories describing events in the lives of children with various handicaps. The series is designed to stimulate discussions about feelings and attitudes that may assist the teacher in promoting an atmosphere of understanding and acceptance of the handicapped. An extended teacher's guide provides solutions to many of the problems teachers may face because of their lack of training and experience in dealing with disabled children.

For Use with Handicapped and Nonhandicapped Children in Preschool and Primary Grades.

Mister Rogers' Special Education Materials. Written and produced by Fred Rogers; published by Hubbard, P.O. Box 104, Northbrook, IL 60062. This **multimedia package** consists of 15 audiocassettes (each 12 minutes long) and 5 books (8- by 10-inch paperbacks, with full-color photographs). These materials are intended to help children benefit from exploring their feelings and fears about many things, including handicaps. Although these materials were written with handicapped children in mind, nonhandicapped children may benefit from them as well; they are designed to help all children understand their individual strengths and differences and develop positive feelings about themselves and others.

For Use by School Personnel with Children in Grade 5 and Up.

People You'd Like to Know. Published by the Encyclopaedia Britannica Educational Corporation (E.B.E.), 425 North Michigan Avenue, Chicago, IL 60611. This film series (10 live-action, color films) is intended to foster understanding and acceptance of the handicapped. The children featured in the films range from 11 to 14 years of age and have various disabilities; they are shown interacting with teachers, family, and friends.

For Use with Nonhandicapped and Handicapped Children in Preschool through Grade 1.

Purple Adventures of Lady Elaine Fairchilde. Developed by Family Communications, Inc., Pittsburgh; available from Hubbard, P.O. Box 104, Northbrook, IL 60062. This film series consists of five 16-mm films or videotapes (24-29 minutes each) and a guide entitled *Suggestions for Use*. Through filmed episodes, this program presents a fanciful adventure story designed to open discussion about subjects that concern all children—especially those with physical handicaps.

For Use by Teachers and Students.

Special Children Series ("The Handicapped," "Teacher Training," "Values"). Produced by WGBH-TV (for "Zoom"), Boston; published by Films, Inc., 733 Green Bay Road, Wilmette, IL 60091, telephone 800-323-4222). This film series consists of seven films that cross age barriers to provide positive images of the handicapped. The films are designed to allow children to empathize with, and gain an understanding of the problems faced by, their handicapped peers. Teachers are provided an opportunity to observe instructional, psychological, and parental techniques that will enable them to work more effectively with handicapped students.

For Use by Parents and Educators

For Special Services Administrators.

The Administrator's Role in Fostering the Mental Health of Special Services Personnel (1979). Written by Benjamin Dixon, Stan Shaw, and Jeffrey Bensky; available from ERIC Document Reproduction Services, P.O. Box 190, Arlington, VA 22210. This paper (19 pages) outlines the role of the administrator in fostering the mental health of special services personnel. This role includes (a) diagnosing environmental conditions, (b) implementing change strategies aimed at eliminating or minimizing stress conditions, and (c) determining the effectiveness of the strategies implemented and the mental health status of the organization or individual.

For Parents, Staff Development Specialists, Administrators, Teacher Trainers, and Educators.

Getting Schools Involved With Parents (1978). Written by Roger Kroth and Geraldine Scholl; published by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. This book offers suggestions for initiating parent education programs and for expanding already existing programs; it covers implementation of service models, parental involvement programs, and how to measure the effectiveness of programs.

For Parents of Handicapped Children.

Giving Birth and Independence. Published by Lawren Productions, Inc., P.O. Box 666, Mendocino, CA 95460. This multimedia program consists of 5 videocassettes or 16-mm films, a manual for workshop leaders, and a primer for parents; it dramatizes problems faced by parents of handicapped children, suggests solutions, and stimulates discussion. The following materials are available:

Manual (for workshop leaders)

Primer for Mothers of Handicapped Infants

A Plan for Living (28 1/2 minutes). This segment addresses marital and family strains; it involves genetic counseling.

Start by Loving (28 1/2 minutes). A single mother learns how to accept her daughter's handicap and how to show the love she feels.

A Very Important Person (28 1/2 minutes). After an accident leaves their son with brain damage, parents need a quick course in which to find help, and in understanding the IEP.

Adaptation to the Initial Crisis (10 minutes).

For Teachers and Administrators (both regular and special education); all levels.

Human Advocacy and P.L. 94-142... The Educator's Role. Edited by Leo F. Buscaglia and Eddie H. Williams; available from The Kids Come in Special Flavors Co., Box 562, Forest Park Station, Dayton, OH 45405. This book (117 pages) is a collection of professional articles covering personnel, as well as legal, viewpoints on the intent and implementation of P.L. 94-142; it provides teachers and administrators with several perspectives on how mainstreaming will affect them.

For School Administrators, Regular and Special Class Teachers, and Paraprofessionals.

Mainstreaming—A Handicapped Child Is Coming to Class Program. Published by the Special Learning Corporation, 42 Boston Post Road, Guilford, CT 06437. This multimedia package consists of 3 books, 3 filmstrips, 3 cassettes, 20 blackline masters, and 1 teacher's guide. The program was developed in cooperation with school disticts with successful mainstreaming programs whose classrooms have included handicapped children; it provides suggestions for effective means of working with handicapped students and includes programs to develop positive attitudes and proper techniques.

For Regular Class Teachers of Children in Grades 1 through 4; for Administrators and Parents

Mainstreaming—What Every Child Needs to Know About Disabilities (The Meeting Street School Curriculum for Grades 1-4). Written by Susan R. Bookbinder; available from The Exceptional Parent Bookstore, 296 Boylston Street, Third Floor, Boston, MA 02116. This book provides a practical program designed to help nondisabled students understand and welcome their new disabled classmates; materials used in the curriculum are free and readily available.

For Elementary and Secondary School, Regular Classroom Teachers Preparing for Mainstreaming; for Parents and Advocacy Groups.

Mainstreaming in Action. Developed by Togg Films, New York City; available from Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611. This film (25 minutes, 16 mm, color; *User's Guide* included) is designed to stimulate regular education teachers to discuss issues and concerns regarding placement of handicapped children in the least restrictive environment.

For Parents and Educators of Exceptional Children.

More Like Us Than Unlike Us—Parent Talks to Educators. Produced and published by the Midwest Area Resource Center. In this videotape (about 30 minutes long; 3/4-inch), a parent of an exceptional child discusses problems in communicating with special educators and explains her frustration with the education process as a whole. Also discussed are the three stages parents of exceptional children pass through prior to accepting the handicap. Suggestions of areas in which special educators can help parents cope are included.

For Teachers and Parents of Developmentally Disabled Children.

No Two Alike: Helping Children With Special Needs (1980). Developed by Exploring Childhood Program, Education Development Center, Inc.; available from Childhood Programs, EDC School and Society Programs, 55 Chapel Street, Newton, MA 02160. This booklet (129 pages) is designed to help readers understand the feelings of children with special developmental needs; it also focuses on ways to support their development and discusses how readers may gain insight into their own responses to children with special needs.

For Parents and Teachers.

100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents. Written by Jack Canfield and Harold C. Wells; published by Pennant Educational Materials, 8265 Commercial Street, Suite 14-B, LaMesa, CA 92041. This book (288 pages) is a comprehensive collection of classroom activities for enhancing students' self-concepts.

For Teachers.

The Other Side of the Report Card: A How-To-Do-It Program for Affective Education. Written by Larry Chase; published by Pennant Educational Materials, 8265 Commercial Street, Suite 14-B, LaMesa, CA 92041. This book provides 24 units for a 2- to 4-year affective program; it also includes the "raw stuff" of 1,000 additional sessions, a troubleshooting guide to common setbacks, and a guide to "bottom-lining" awareness sessions.

For Regular and Special Education Teachers.

Teachers and Parents: A Guide to Interaction and Cooperation. Written by Robert B. Rutherford, Jr., and Eugene Edgar; published by the Longwood Division, Allyn and Bacon, Inc., Bostom, MA 01432. This book covers such topics as teacher-parent interactions (exchange of information and cooperation), interventions (problem solving and values clarification, applied behavior analysis, interpersonal communication skills, and assertiveness), and special needs in regular education and special education settings.

For Regular Classroom Teachers.

What's the Difference? Teaching Positive Attitudes Toward People With Disabilities (1978). Written by Ellen Barnes, Carol Berrigan, and Douglas Biklen; published by Human Policy Press, Syracuse, NY 13210. This book (165 pages) provides activities designed to involve teachers and their students in experiences that will increase their knowledge of the disabled and will foster contact with, empathy for, and responsive behavior toward them.

U.S. GOVERNMENT PRINTING OFFICE : 1985 O - 467-500 : QL 3